

**THE INFLUNCE OF CONTEXTUAL TEACHING AND LEARNING  
TOWARD STUDENTS' ABILITY IN WRITING DESCRIPTIVE  
TEXT AT SEVENTH GRADE OF OF MTs MA'ARIF 20  
KALIDADI KALIREJO CENTRAL LAMPUNG  
IN 2018/2019 ACADEMIC YEAR**



**A Thesis  
Submitted in a Partial Fulfillment of the Requirements for S1-Degree**

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## **ABSTRACT**

### **THE INFLUENCE OF CONTEXTUAL TEACHING AND LEARNING TOWARD STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF MTs MA'ARIF 20 KALIDADI KALIREJO CENTRAL LAMPUNG IN 2018/2019 ACADEMIC YEAR**

**By**

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This reaseach was based on the phenomena happened in school, there are many students who have difficulty in writing, especially in writing descriptive texts. Therefore, this reasearch aims to discuss about the influence of Contextual Teaching and Learning (CTL) towards students' ability in writing descriptive text.

The research methodology was experimental research with Pretest Posttest One Group Design. The population of this research was the seventh grade of students at the second semester at Mts Ma'arif 20 Kalidadi Kalirejo. The sample was chosen by using cluster random sampling. The writer chose class VII D as the experimental class of this research. There were three steps in conducting this research: there are pre-test, treatment, and post-test.

From the data analysis, it was found that the result of paired sample t-test was 0.000. This result was consulted to the score of the value significant generated Sig (pvalue)  $< \alpha = 0.05$ . Therefore,  $H_0$  was rejected and  $H_a$  was accepted. In other words, there was a significance influence of Contextual Teaching and Learning (CTL) toward students' ability in writing descriptive text at students in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung.

**Keywords :** Contextual Teaching and Learning (CTL), Descriptive Text, One Group Pre Test Post Test Design, Writing Ability.





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## **DECLARATION**

I hereby declare that this thesis entitled “The Influence of Contextual Teaching Learning Towards Students Ability in Writing Descriptive Text at Seventh Grade of MTs Ma’arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung,

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## MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ مَا نَفِدَتْ

كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”<sup>1</sup> (QS. Luqman : 27)

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<sup>1</sup>Abdullah Yusuf Ali, *Translation The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), p.413



## **DEDICATION**

This thesis dedicated to:

1. My beloved parents, my father, Drs. H. Warisno M.Pd.I and My Mother, Siti Muntamah S.Pd who always pray for my success.
2. My beloved brother Altaf Arayan and my beloved sister Arifatus Sholihah and Fitri Nurjanah who always support and give me suggestion for my success.
3. My beloved grandfather, grandmother, and all of my big families, who have given me support and spirit for my study.
4. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

Rofingudin arrosyid was born in Kalirejo, Central Lampung on September 19<sup>th</sup> 1995.

He is the first of three children of Mr. Drs. H. Warisno M.Pd.I and Mrs. Siti Munatamah S.Pd. He has two sister, named Fitri Nurjanah and Arifatus Sholihah

He started his formal education at elementary school of SD Negeri 1 Kalirejo in 2003 and graduated in 2008. Then, he continued to junior high school of MTs Bustanul Ulum Sridadi Central Lampung in 2008. After graduating from Junior High School in 2011. he continued again at Senior High School at MAN Ptringsewu in 2011 and graduated in 2014. Then, he continued his study in the Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teachis Training Faculty. During his study in UIN Raden Intan Lampung, he joined in several organizations such as ESA (English Student Association) and UKM BAHASA.

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Finally, it must be admitted that nothing is perfect and there are still many weaknesses and mistakes in this thesis. Therefore, criticism and suggestions from readers are very accepted to improve the quality of this thesis. Furthermore, through this thesis, it is expected that there will be benefits for readers, especially for those involved in the English teaching profession.

Bandar Lampung, 2019

The Researcher



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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

English as the international language is needed and very important in the world because English is used as a tool for international communication. It plays an important role in many aspects of life such as education, economic, technology and international relationship. In some countries, English becomes second language, but in Indonesia English becomes foreign language. It is the first foreign language and must be taught in every school from kindergarten up to university. English is taught for kindergarten as introduction about the first foreign language in Indonesia, and for elementary school as the local content subject, whereas from junior high school up to university as the compulsory subject.

English is a subject matter in school that covers the four basic language skills: listening, speaking, reading and writing. In every subject, students learn activities involving writing. That is why writing is very essential for students because they write information and knowledge from learning process on note book. Besides, students also often doing conversations using short messages to their friends on social media that they have, and this requires the ability to write and convey information in writing.

Writing is one of communication skill that is used by people around the world. It is used to express and communicate ideas to other people when there is no chance to be presented orally or face to face. In the globalization era, the ability to write in a foreign language such as the English language



becomes an important role to people's life especially while the technology has spread out over the world.<sup>1</sup> Through this opportunity, they can share any information to the others from different nations by sending a message, email, or letter.

Meanwhile, in the educational setting learning how to write also becomes crucial for students in acquiring a language. As stated by Harmer, writing has an important role for English language learners to understand language and develop their ability in writing.<sup>2</sup> from the explantaion above it can be concluded that writing has an important role for students to understand language and develop their language skills, in addition, from writing they can learn new language structure which is provided in their writing task and also know how the way to compose a paragraph, for example when they are asked to write narrative text automatically they also learn about past tense form too.

In addition, the importance of learning how to write in a foreign language for Indonesian learners is stated in English curriculum the current school based curriculum (KTSP and K13) in which the learning of it can develop the communicative competence both in spoken and written form. It is expected after they graduated from the school they can perform the communicative competencies for any purposes.

However, although students are asked to be able to communicate in English both verbally and in writing, it is not an easy task for students to do. Especially in English as a foreign language, where exposure to English is very limited so that makes students not really accustomed to practice and

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<sup>1</sup> Sara Crushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 1.

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Longman, 2007), 4th edition, p. 330.

trained to communicate in English. In addition, to understand writing skills cannot be done immediately and it must be taught and studied continuously. In other words, students must know that writing competency is one of the skills that must be learned in addition to other skills.

However, writing is a complex process that involves not only their ability to write text, but also their knowledge of English vocabulary and the procedures for compiling these words into good and correct sentence too.

During the preliminary research, Mr Saihudin S.Pd as an English teacher who taught at the school, when interviewed with the researcher revealed that there are many problems faced by students when they are asked to write. He said that students often do not know how to start writing, they often find it difficult to find basic writing ideas, limited vocabulary knowledge, and poor knowledge of English grammar rules. He knew this problem based on the results of the formative writing test he had done before.

Furthermore, he said that score of KKM (criteria of minimum mastery) in writing skill at MTs 20 Ma'arif was 65.<sup>3</sup> This can be proved by the average value of the English writing score at 7 grade in MTs Ma'arif 20 Kalidadi Kalirejo in the academic year of 2018/2019.

**Table 1**  
**The English Writing Score at the MTs Ma'arif 20 Kalidadi Kalirejo in academic year 2018/2019.**

NO	Class	Students' Score		Total
		≥65	<65	
1	VII A	2	41	43
2	VII B	-	41	41
3	VII C	-	38	38

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<sup>3</sup> Saihudin S.Pd, *English teacher of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung February 2018(An Interview)*

<b>4</b>	<b>VII D</b>	2	37	39
<b>5</b>	<b>VII E</b>	1	36	37
<b>6</b>	<b>VII F</b>	5	31	36
<b>7</b>	<b>VII G</b>	4	35	39
<b>8</b>	<b>VII H</b>	3	37	40
<b>Total</b>		<b>17</b>	<b>296</b>	<b>313</b>
<b>Percentage</b>		<b>6.10%</b>	<b>93.9%</b>	<b>100%</b>

*Source: English teacher at MTs Ma'arif 20 Kalidadi Kalirejo in academic year 2018/2019.*

From table 1, it can be concluded that 6.10 % of students got  $\geq 65$  score. It means that the students ability in writing descriptive text is still under average and not suitable of KKM at the school. Based on these problems, it is necessary to conduct a research which related to the right approach to helps students to improving their writing skills.

Teaching approach is very helpful both for teacher and students in the teaching and learning process. By applying an appropriate and interesting approach, it will make teaching and learning process run well and the goal of teaching and learning will be easier to be achieved. If the teacher does not use an appropriate and interesting approach, the teaching and learning process will be boring and it make difficult to achieve the goal of teaching learning. This situation appeared at the seven grade students of the MTs ma'arif 20 Kalidadi.

In addition, based on the results of interviews with several students VII grade, it is known that the teacher does not have an interesting method in teaching writing. They said that the teacher seldom used a variety of approach in giving material, he only used monotonous approach in every

meetings.<sup>4</sup> Therefore they felt so difficult to understand the learning material and also they lost motivation in learning, as a result, they do not have knowledge of English language skills such as writing.

From these problems, it can be concluded that the writing ability of students in the seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung was still low and needs to be improved. It happened because the students got some problems in writing comprehension to organizing their ideas, and also the English vocabulary that they know is still very little, poor knowledge about the rules of English grammar, and the teacher did not have an interesting approach in teaching.

As an English teacher, Mr Saihudin should have some approaches that make students interest in learning, so it can make teaching learning process run well. Because, approach is a set of correlative assumptions dealing with the nature of language teaching and learning, and besides that, the approach is axiomatic. It describes the nature of the subject matter to be taught. The teacher is an educator who knows and understands the abilities and problems of his students in the teaching and learning process. Besides that, an educator also needs to know and apply certain approaches to overcome learning problems faced by students and also to make them happy and interested in the teaching and learning process. One approach that can be used by teachers is Contextual Teaching and Learning (CTL).

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<sup>4</sup> *Students at the seven Grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung, February 2018 (An Interview)*

Contextual Teaching and Learning (CTL) is a learning system based on the philosophy that students are able to absorb lessons when they understand the meaning in the material they receive can be related to the knowledge and experience they have and experienced before. This encourages students to make connections between their knowledge and application in daily life within the family and society.<sup>5</sup>

From the explanation above it can be concluded that Contextual Teaching and Learning (CTL) is a learning system that is in accordance with the conditions of students so that they can connect between the knowledge that has been obtained with the knowledge or experience they have had and experienced before.

Learning outcomes with this concept are expected to be more meaningful for students, because the learning process takes place naturally in the form of activities, where students work and experience themselves, not just the transfer of knowledge from teachers to students. Contextual Teaching and Learning (CTL) is one option which can be used as a tool of change. the purpose of this approach is to be able to help students obtain the purpose of the material through the context provided at school or outside of school. Thus, It is expecteyd by providing the context of students surrounding environment could make students' easier in composing well schematic structure and grammar role for writing descriptive text. For example, when a teacher asked students to describe their best friend, the teacher would invite them to see and think what is appropriate word and structure used in expressing their ideas based on context.

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<sup>5</sup> Elaine B.Johnson, *Contextual Teaching & Learning*, (Bandung : MLC, 2007) 3rd edition, p. 14.



This is also supported by Johnson and Tribble who stated that “writing with context can make students able to develop analysis when they write a reasonable paragraph and make the readers give their expectation easier.”<sup>6</sup> In relation to the contextual teaching and learning, Zahorik states that “Knowledge is constructed by humans, knowledge is not a set of facts, concepts, or laws which waiting to be discovered, or something that existed as independently from people who know. Humans create or construct knowledge as like they attempt to bring some meaning from their experience. Knowledge is everything that arises from something we know and that we made”.<sup>7</sup> The purpose of the Zahorik opinion above is: Knowledge is not a collection of facts, concepts and laws that are easily accepted, but something that must be built by the students themselves. This is not independent science, but human creativity that builds knowledge, so it not only understands but they also experience it. Knowledge that has been built by students will be cognitive, affective and psychomotor skills for students later.

Zahoric's opinion above was strengthened by Goleman who stated: A learning strategy planner or teacher in contextual tasks with the aim of cognitive skills coupled with emotional skills.<sup>8</sup> The Zahorik and Goleman opinions above exclusively state that the textual approach is to assume knowledge is only a set of facts, concepts and laws that must be accepted by

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<sup>6</sup> *Ibid.* p. 279

<sup>7</sup> J.A. Zahorik, *Contructivisit Teaching (Fashback)*, (Blomimgron, Indiana, Phil Deltra Kappar Education Foundation, 1995), p. 7.

<sup>8</sup> D. Goleman, *Kecerdasan Emosi untuk Mencapai Puncak Prestasi* (Jakarta : Gramedia Pustaka Utama, 2001), p. 419.

students, self-knowledge and students to memorize and understand without building and experiencing themselves.

According to the previous research that had been done by Anisa Nurul Hidayah with the title of the research are the influence of Contextual Teaching and Learning towards students writing text at the seventh grade of SMP Fatahillah Cileduk in the academic year of 2016/2017. The result of the research was there is an influence of using Contextual Teaching and Learning toward writing comprehension of descriptive text at the seventh Grade of SMP Fatahillah Cileduk in the academic year of 2016/2017.<sup>9</sup>

Based on the background of the problem, Using Contextual Teaching and learning is expected to improve students' ability in writing descriptive. Therefore, the researcher is interested to do the research with the title “The Influence of Contextual Teaching Learning Towards Students Ability in Writing Descriptive Text at Seventh Grade of MTs Ma’arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year”.

## **B. Identification of the Problem.**

Based on the background of the study above, there are several problems that can be identified in this research such as :

- 1) Students are difficult to understand the material of writing descriptive text.

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<sup>9</sup>Anisa Nurul Hidayah, The Influence of Contextual Teaching and Learning Approach on Students Writing Descriptive Text at ( A Quasi-experimental Study at the Seventh Grade Students of SMP Fatahillah Ciledug, Tangerang ). Departement of English education, Faculty of Educational Science. Syarif Hidayatullah State islamic University, Jakarta, 2016. Available on <http://repository.uinjkt.ac.id/dspace/bitstream>.

- 2) Students have many mistakes in writing descriptive texts, especially in grammatical rules and generic structure of that text.
- 3) Students often do not know how to get a starting point for their writing because their vocabulary is very limited and their knowledge of the rules of English grammar is very poor.
- 4) Teacher only use monotonous approach in every meetings.

### **C. Limitation of the Problem**

Based on the identification of the problems above, this research was conducted to determine whether there was the influence of Contextual Teaching and Learning toward students' ability in writing descriptive texts. The material was limited only about the physical appearance of someone and place.

### **D. Formulation of the Problem**

Based on that explanation, the researcher formulated the problem as follows: "Is there any significance influence of using Contextual Teaching and Learning towards students' ability in writing descriptive text in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year?"

### **E. Purpose of the Research**

The purpose of the research is to know whether there is an influence of using Contextual Teaching and Learning towards students' ability in writing descriptive text at the seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year.

## **F. The Significance of the Research**

### **1. Theoretically**

The results of this study are expected to be used to support the theory described in the next chapter on Contextual Teaching and Learning in improving the ability to write descriptive texts of seventh graders of MTs Ma'arif 20 Kalidadi Kalirejo, Central Lampung.

### **2. Practically**

#### **a. For the students**

The students can understand the material and they can describe something as easily by using Contextual Teaching and Learning.

#### **b. For the teachers**

To give information for the English teacher, especially at the Seventh Grade of MTs Ma'arif 20 Kalidadi Kalrejo Central Lampung in the academic year of 2017/2018, that Contextual Teaching and Learning are more effective to be used in teaching writing descriptive text.

#### **c. For other researcher**

To provide information about Contextual Teaching and Learning, especially in writing descriptive texts, and it can be a source of information for further research about contextual learning and learning.

## **G. Scope of the Research**

The scopes of research are as follows:

### **1. Subject of the Research**

Subjects of the research were the students' of second semester at the seventh grade of MTs Ma'arif 20 Kalidadi Kalrejo Central Lampung.

### **2. Object of he Research**

Objects of the research was students' ability in writing descriptive text.

### **3. Place of the Research**

Research was conducted at seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung.

### **4. Time of the Research**

Research was conducted in the second semester of the seventh grade at MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in the academic year 2018/2019.



## **CHAPTER II**

### **FRAME OF THEORIES**

#### **A. Frame of Theories**

##### **1. Teaching English as a Foreign Language**

Language is very important to communicate in society. Language is made up of sounds, words and sentence. Brown states, “Language is more than a system or communication. It involves whole person, culture, educational, developmental communicative process”.<sup>1</sup> It means language is measured as a means of communication and it is difficult to do all activities without language.

English is spoken all over the world. It means that a lot of countries in the world communicate among them by using English as an international language. English is spoken as a first language by the majority populations of several sovereign states, including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. It is the third most common native language in the world, after Mandarin Chinese and Spanish. It is widely learned as a second language and is an official language of the European Union, many Commonwealth countries and the United Nations, as well as and many world organizations.

In Indonesia, English is the first foreign language taught at all of level. Starting from elementary school up to university, because English language not used in daily by society but accuracy really focus in learning

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<sup>1</sup>H.D. Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New York: Longman, , Second Edition, 2001), p. 68

English. English just is taught in schools, but it does not play an essential role in social life. But the students of elementary school learning English at the local content, while the students of junior high school up to university learn English is compulsory subject. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.

Harmer says, “English as a foreign language is generally taken to apply the students who one studying general English at the schools and institutes in their own country or as transitory visitors as a target language country”.<sup>2</sup> It means that the purpose of teaching English as the first foreign language is to create a situation that the students can use English as a means of communication. The students should be put into situation that they can use English for communication both oral and written.

Based on explanation above, it can be concluded that teaching English as foreign language means that English is used by people not as their mother tongue or their native language, but as a tool to communicate beside their first language or in other word as their second language. In teaching English as foreign language, the teacher should assist, guide, show, and provide the knowledge to the learners in mastery the material in order to encourage learners to practice English every time in their daily activities.

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<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Singapore: Longman Group UK Limited, Third Edition, 1991), p. 39

## 2. Writing

### a. Definition of Writing

Writing is the skill that processed by human being to produce her ideas and thought into written-forms, although the ideas or thought can also produce through spoken forms. It is in line with Meyers. he stated that “writing is a way to produce a language, which we do naturally when we speak”.<sup>3</sup> This idea is supported by Harmer. Harmer categorized writing as a productive skill. He says that “writing is the way people say what they want to say using the selected words from language store”.<sup>4</sup>

Lombana defines writing as a means and as an end<sup>5</sup>. She explains that “writing is the tool which enables the student to master the other language skills and allows the teacher to evaluate students progress and performance”. While writing as an end is an expressive form that deals with the text discourse and not merely the writing of isolated word, phrases, and sentences as in the other type”.

Based on the explanation from several experts above, it can be concluded that writing is one of the productive language skills that can express our ideas through written form. Statements that come in our mind will be expressed and stated on paper by using correct procedures and mechanical components such as selecting vocabulary, spelling,

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<sup>3</sup>Alan Meyers, *Gateway to Academic Writing* (New York: Pearson, 2005), p.1.

<sup>4</sup>Jeremy Harmer, *op.cit* p.48-53.

<sup>5</sup>Claudia Helena Lombana, Some Issues for the Teaching of Writing, *Profile Issues in Teachers Professional Development*, Vol.3, No.1 (2002): p.45-46.

punctuation, grammatical rules and etc to make sentences good and understandable.

## **b. General Concept of Writing**

When someone writes something whether it is to entertain, to inform or to persuade, he has to know the general concept of writing. It will guide him, so that his writing will not be messy and it will gain its purpose. Here is the general concept of writing. It has been discussed that writing is an active process in which the writers deliver a message to the readers using the selected words from language store. Writing can be in various forms. It can be only in one sentence, one paragraphs, or in many paragraphs (essay). Related to this study, teaching descriptive text towards student writing skills means that teachers have to teach students how to write identity of subject in a text. descriptive text consists of three parts which are Identification (introductory paragraph) and Description (main paragraph).

According to Harmer, when we write we have to consider some aspects which are the organization of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas. It should be consider because if we look to the definition of paragraph itself, a paragraph is a group of related sentences that develops one main idea, which is the topic of the paragraph.<sup>6</sup> Paragraph consists of topic sentence, supporting sentences, and concluding sentences. Topic sentence is the most general statement of the paragraph. The writers put

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<sup>6</sup>Alice Oshima and Ann Hogue, *Introduction Academic Writing 2<sup>nd</sup> Edition* (New York: Longman, 1997), p.71.

their main idea in the topic sentence (controlling idea). Supporting sentence is the details of the topic. Concluding sentence is the same as the topic sentence, and it reminds the reader of the topic sentence. Concluding sentence is written in different words but the same idea as the topic sentence.

The next things to be considered about paragraph are unity, coherence, and cohesion :

### 1) Unity

Unity means a paragraph focuses only on one idea. To make our writing unified, we have to remember several things:

- a) Having a clear thesis statement that states exactly what our essay is about.
- b) Having topic sentences in each body paragraph that directly support the thesis.
- c) Make sure every detail we use support thesis statement.

After deciding on our thesis statement, make sure we include support points that directly support that thesis. Even if those points are interesting us, omit them if they do not help us develop the thesis. Similarly, we add details to our essay to help to explain or clarify our thesis statement.

### 2) Coherence

Coherence means the paragraphs must connect one another or in other word we can say that the paragraph is making sense. When the text is coherent, the reader can understand at least two things:



- a) The purpose writer's: the reader should be able to understand what the writer's purpose is. Is it to give information, suggest a course of action, make a judgment on a book, or play, or express an opinion about world events, for example. A coherent text will not mask the writer's purpose.
- b) The writer's line of thought: the reader should be able to follow the writer's line of reasoning if the text is a discursive piece. If, on the other hand, it is a narrative, the reader should be able to follow the story not get confused by time jumps, or too many characters, etc. In a descriptive piece, the reader should know what is being described and what it looks, sounds, smells, or tastes like.

One way that can make our paragraph coherent is through the use of transition signals. Transition signals are words and phrases that connect the idea in sentence with the idea in another sentence, such as *first*, *second*, *moreover*, *however*, and *in brief*.<sup>7</sup>

### 3) Cohesion

Cohesion means making connected the bind elements of a text together so that we know what is being referred to and how the phrases and sentences relate to each other. When we write texts, we have a number of linguistic techniques to make sure that our writing are stick together. We can, for example, use lexical repetition and/or, chains of words with the same lexical set through a text to have this effect. We can use various grammatical devices to help the

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<sup>7</sup>Alice Oshima, *op.cit*, p.100.

reader understand what is being referred to, even when words are left out or pronouns are substituted for nouns. The ways to get cohesive writing are:

a) Lexical Cohesion is achieved by the use of two main devices:

(1) *Repetition of the words*:

Is a number of repeated content words.

(2) *Lexical set 'chain'*:

Is the use of the same topic areas which interrelate with each other, for instance: Family relationship (grandparents, daughters, sons, grandchildren)

b) Grammatical Cohesion is achieved in a number of different ways too:

(1) *Pronoun and possessive reference*: theirs, his, yours, etc.

(2) *Article reference*: the, a, an.

(3) *Tense agreement*: the use of tense agreement to make text cohesive.

(4) *Linkers*: words describing text relationship of, addition (and, also, moreover, furthermore), of, contrast (however, on the other hand, but, yet), of, result (therefore, consequently, thus), time" (first, then, second, later, after a while), etc

(5) *Substitution and ellipsis*: substitute a short phrase for a longer one that has preceded it, in much the same way as they use pronoun reference. For example, *He shouldn't have cheated in his exam but he **did so** because he was desperate to get*

*into university.* The phrase *did so* substitutes for *cheated in his exam*. Ellipsis is used where words are deliberately left out of a sentence when the meaning is still clear. For example, *Ferry was introduced to famous author, but even before he **was** he had recognized her.* The second clause omits the unnecessary repetition of *introduced to a famous author*.

Besides considering the organization of the paragraph, we have to consider the grammar and mechanics, and the logical division of ideas of our essay. In grammar and mechanics, we do not only notice about the grammar, but also the mechanic such as punctuation, quotations, etc. according to Oshima and Hogue, the logical division of ideas is dividing a topic by grouping ideas that have something in common.<sup>8</sup> One way to have the logical division of ideas is through the use of time order.

### **c. Process of Writing**

Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to write and how we are going to do it. It can be concluded that writing is never a one step action, or in other words it is a process that has several steps. When we are going to write something we need several steps to achieve it. When we will explore our mind in form of

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<sup>8</sup>Alice Oshima, *op.cit.*, p.147.

written we should through several stages. Harmer states that writing process divides into four stages. They are:

### 1) Planning

Experienced reserchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some reserchers this may involve making detail notes. When planning, reserchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

### 2) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of draft may be produced on the way the final version.

### 3) Editing (reflecting and revising)

Once resercher has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

#### 4) Final version

Once reserchers have edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>9</sup>

Based on the explanation above, it can be concluded that writing process is an activity to express the idea through certain stages. There are many factors related in writing process, not only about the states, but also the content or message of the writing. Herein, writing is rather hard to do because in order to make the reader understand and get the specific information of the writing, the information should be conveyed well by the stages.

#### **d. Purpose of Writing**

Most of learners agree that writing is one of the difficult English skills to master. Because in writing, if they are going to write something, they have to pay attention to the right structure and vocabulary related to what they are going to write. In line with McCrimmon, "Writing is hard work. But writing also opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustations a writing assignment may present."<sup>10</sup> Herein, even writing is hard work,

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<sup>9</sup> Jeremy Harmer, *How to Teach Writing*, (New England: Pearson Education Limited, 2004), p.4

<sup>10</sup> James M. McCrimmon, *Writing With a Purpose*, (New Jersey: Houghton Mifflin Company, 1983), p.6



but through writing big opportunity to convey and to express our idea can achieved.

Based on the explanation above, it can be concluded that writing is one of difficult skill because there are so many learners who still hard to express their ideas through written form. It is because the information or the message on the writing should be delivered correctly and effectively, and to make it happen it means that we must convey the ideas using right structure and suitable technique.

#### **e. Writing Ability**

Writing considered as a complex process. It is because in writing, the only one process is not only express ideas and then elaborate the in a written form but also think how can the information conveyed well, correctly and coherently. "Writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing learners' ability to produce well formed sentences".<sup>11</sup> According to Siahaan, "writing ability is the skill of a writer to communicate information to a reader or group of readers."<sup>12</sup> Thus, writing is the way to communicate the information."

In writing activity, the writers are successfully in their writing contains some fundamental aspects of writing. There are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing are:

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<sup>11</sup> Ken Hyland, (1<sup>st</sup> Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.3

<sup>12</sup> Sanggam Siahaan, *Issues in Linguistic* (Yogyakarta: Graha Ilmu, 2008), p.22

According to Heaton, “Five major aspects are accompanied by explicit description of what is mean by the different band-scales.”

The criteria of good writing, there are:

- 1) Content (the ability to think creatively and develop thoughts).
- 2) Organization (the ability to write in appropriate manner).
- 3) Vocabulary (the ability to use of word/idiom).
- 4) Language use (the ability to write appropriate structure).
- 5) Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).<sup>13</sup>

Based on the statement above, in order to be able to express the idea, what we thought through written form we should consider to several components such as content, organization, vocabulary, language use and mechanic.

### **3. Descriptive Text**

#### **a. Definition of Descriptive Text**

Descriptive text or description is part of factual genres which is started to be taught further since students at Junior high school. According to Gerot and Wignell “descriptive text is saying what somebody or something is like, to describe a particular person, place, or thing”.<sup>14</sup> In addition to certain object will be described specifically in descriptive text. It is better to give the detail explanation with

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<sup>13</sup>J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988),p.135

<sup>14</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queensland: Antipadean Educational Enterprises Publishing, 1994), 1<sup>st</sup> Edition, p. 208.

specific and concrete description. Moreover, in writing descriptive, make sure that we illustrate the description as real as possible, so the object can be imagined and saw as the real.

According to Setiawan, “the purpose of the descriptive text is to describe person, something, place and animal with specific”.<sup>15</sup> End to end, descriptive text is clarifying person, thing, place, animal with special manner. There is more information about an object that will be described in descriptive text such as information about person, thing, place or specific animal with explicit and detail. Descriptive text often used specific noun, detailed noun phrase, relational process, figurative language and kind of adjective.

Meanwhile, according to Zemach and Rumisek “a descriptive paragraphs explain how someone or something looks or feels and how a process of something is done.”<sup>16</sup> From the explanation of its look and feel, will make reader easy to follow and catch the purpose of what the exact subject that want to be shared by writer. In addition, the writer’s attempt in conveying what they have already known become a way to convince reader’s perspective .

From some explanation above, it can be concluded that descriptive text is used to describe not only physical but also the appearance and personality of people, places, things or objects, feelings and emotions specifically.

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<sup>15</sup>Otong setiawan, *Essay Writing*, YramaWidya, Bandung, 2009, p. 153.

<sup>16</sup> Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (New York: Macmillan Publisher, 2005), p. 5.

## **b. Function of Descriptive Text**

Theoretically, a descriptive text has a purpose to describe the image of certain person, place, thing, or animal. Beside of that, it also gives an experience to reader's sensation while they imagine writers' emotion which is written in the obvious visualization of a scene/a person or a thing.<sup>17</sup> That is why well-written description can move reader's emotions to form mental pictures of the subject. Description helps the reader to get a clear depiction, it also gives writer a chance to show anything vividly.<sup>18</sup> For example if we want to tell the most beautiful flowers, we might go on to describe how those flowers look like so the reader knows how to recognize them.

Furthermore, to describe how something looks like writers can also decide their writing purpose whether it is for entertaining, informing or persuading something that readers might unfamiliar to any further information.<sup>19</sup> So, it is expected readers might follow the writer's idea eloquently because writer used the obvious and detailed description expression to convince the readers to agree or be in accordance with their ideas.

In addition good descriptive writing can stimulate the reader's imagination to form sensory responses from all explanation because the

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<sup>17</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: McGraw Hill, 2001), p.12.

<sup>18</sup> Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 20.

<sup>19</sup> Barbara Fine Clouse, *The Student Writer; Editor and Critic*, (New York: McGraw Hill, 2008), 7th edition, p. 154.

goal of the descriptive text is transferring the experience of the writers towards the readers' mind.<sup>20</sup> The experience can be what they see, read or feel. Thus, it can be concluded that a descriptive focuses on a specific thing and its specific features.

### c. Generic Structures of Descriptive Text

Descriptive text is a type of written text, which has specific function to give description about an object (human or non-human). Based on the rhetorical structure in descriptive text, the generic structure of descriptive text consists of identification and description. Identification is the statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc. Description is describing physical appearance, quality, behavior, etc.<sup>21</sup>

**Table II The Example and Generic Structure of Descriptive Text<sup>22</sup>**

<b>Title</b>	<b>My Grandmother</b>
<b>Identification</b> (Introduce the object which described)	My grandmother is the one who really cares to me and my family. She is seventy years old who has eight children from my late grandfather. She does not stay at my house because she lives with her daughters
<b>Description</b> (Explain the details of the object which described)	My grandmother is a very gentle, loving and caring person. the reason why she is very gentle is because she never raises her voice wherever she goes even if there is something which made her getting mad. And her way to relieve her mind from chaostic situation is so

<sup>20</sup> Oshima and Hogue, *op.cit.*, p. 61.

<sup>21</sup> Pardiyo, "Teaching Genre-Based Writing", Andi Offset, Yogyakarta, 2007, p.34

<sup>22</sup> JuliantLuber, *Definition, The Purpose, Generic Stucture, Language features and Example of Descriptive Text*, retrieved from ://Juliantluber.blogspot.co.id., accessed on July 2018.

<sup>23</sup> Linda Gerot and Peter Wignell, *Op. cit.*, p.220

	unique, she usually will tell me brief stories of her childhood or story about grandfather who has passed away and sometimes when my mom and dad go to the work, she likes to take care of me everytime i need a help. So, that's what makes my grandmother very loving and caring.
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#### **d. Language Features of Descriptive Text**

The descriptive text has grammatical features that have function to improve the learner's knowledge, they are:

- 1) Focus on specific participants.
- 2) Use of linking verb or "to be".
- 3) Use of adjectives in describing the qualities.
- 4) Use of verb "Have got/Has got".
- 5) Frequent use of epithets and classifiers in nominal groups.
- 6) Use of action verb related to the topic.
- 7) Use of simple present tense.<sup>23</sup>

Based on the explanation above, it can be concluded that there are several consideration that is grammatical features to make a descriptive text that should be considered in order to make a good descriptive text.

### **4. Contextual Teaching and Learning**

#### **a. Understanding of Contextual Teaching and Learning**

Contextual teaching and learning is one of learning approach which involve students to be more active in connecting the knowledge

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to the application of its purpose. According to Jhonson “Contextual Teaching and Learning is a learning system that is based on the philosophy that students are able to absorb learning material when they understand the learning material, and are able to connect the material with the knowledge or experience they have had before.”<sup>24</sup>

According to Hudson and Whisler Contextual Teaching and Learning is as a system to help student to see the meaning of what they want to achieve by connecting the material with previous knowledge thorough diversity of lively activity such as constructing and analyzing.<sup>25</sup>

From the explanation above, it can be concluded that Contextual Teaching and Learning is a form of teaching that is based on the aims and objectives of learning that are relevant to students, and able to give meaning to their daily lives.

#### **b. Principles of Contextual Teaching and Learning**

Contextual learning assumed that students learn best actively constructing their own understanding. Related to the students individually needed.

Nurhadi explains that Learning with Contextual Teaching and Learning has several principles in a application in the classroom, he explained that as generally the principles of contextual teaching and learning are:

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<sup>24</sup> Elaine B. Johnson, *Contextual Teaching and Learning*, ( Bandung : MLC, 2007 ), 3<sup>rd</sup> edition, p. 14

<sup>25</sup> Clemente Charles Hudson and Vesta R. Whisler, *Contextual Teaching and Learning for Practitioners*, (USA: Valdosta State University, Vol.6 No.4, 2016), p. 54.

1) Lesson plan are developed according to students.

Lesson plan must be prepared based on the particular levels of the students social condition, emotional and their intellectual development.

2) Making independent learning group.

Through learning groups, students not only learn with each other. But students are also expected to learn and act actively. They are expected to not only increase their knowledge about the material that being discussed, but they can also be active in discussing the learning material.

3) Preparing an environment that supports self-regulating learning.

Environment that support self-regulating learning has three general characteristic, they are: awareness thinking, the use of strategy, and continuing motivation. With self-regulated learning teachers are required to be able to create an environment where students can reflect on how the learning process is useful to help them use their thinking, guide their learning planning, and choose their actions so they can solve their learning problems in a good way.

4) Considering diversity of students.

In the teaching and learning process, teachers will find various differences that already have by students, such as socio-cultural differences, economic status, motivation and learning abilities possessed by them, differences in perspective and their



mother tongue, etc. So that the teacher are required to be able to design learning material that can be understood by all students, and learning objectives can be achieved.

#### 5) Applying the authentic assessment

Authentic assessments are used to evaluate complex thinking and the application of knowledge by students. This is more better than just memorizing the actual information. In addition, authentic assessments can also be used to monitor student progress and inform teaching practices implemented by teachers in the classroom.<sup>26</sup>

based on the explanation above it can be concluded that the teacher must apply and associate learning activities with the principles or basic foundations in learning Contextual Teaching and Learning so that learning objectives can be achieved by students

### c. Components of Contextual Teaching and Learning

Contextual teaching and learning involve seven main components in the procedure of the application. It can not be said that a teacher has conducted Contextual Teaching and Learning if he/she does not apply the seven main components in the classroom.<sup>27</sup> The components are Constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

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<sup>26</sup> Nurhadi, *Pendekatan Kontekstual*, ( Jakarta : Diknas, 2002 ), p.20

<sup>27</sup> Prof. Dr. H. Yatim Riyanto, *Paradigma Baru Pembelajaran*, (Jakarta: Kencana, 2009)p. 168.

### 1) Constructivism

Constructivism is develop the idea that students will learn more by working independently, discovering and constructing knowledge and skills that they possess.

### 2) Inquiry

Inquiry is conduct some activities related to language skills, structured, and related to the ability to behave and think as a rationally and freely for all topics so that students can find the meaning of the material that has been taught. Finding is the core activity of Contextual Teaching and Learning. Inquiry is one way of teaching where students learn by using language skills, structured, and related to the ability to behave and think as a rationally.

### 3) Questioning

To increase students involvement and interest in the classroom teacher can use few relative easy methods. The one ways to develop students involvement and interest in learning is using asking questioning techniques. Asking is considered an activity that can encourage, guide and measure students' thinking abilities. In addition, this activity also aims to obtain information, confirm what aspects are already know, and guide students to know what aspects that they do not know.<sup>28</sup> This activity can be applied in the class either between students and students or between teachers and

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<sup>28</sup> Nurhadi, Op. cit., p. 10

students. The desire of students to ask usually arises when they are in discussions, working in groups, when they have difficulty understanding learning material or while working on assignments, while observing something and when they have the desire to understand learning material better.

#### 4) Learning community

Learning community is a concept that suggests that learning outcomes are obtained from collaboration with others. Learning outcomes can be obtained from sharing between groups that already understand the material that has been learned or those who are correct in doing the task with groups that do not understand the material that has been studied or those who are still wrong in doing the task according according to Zakiah Daradjat: "To solve problems about learning communities in learning English, teacher needs to divide students into several groups to solve the problem together. The group determination can be done by the teacher or students with their own will".<sup>29</sup>

#### 5) Modeling

Modeling is the learning of certain skills or knowledge by the way the teacher provides a model or example that can be replicated by students. The model or example such as instructions for operating something, how to read, how to pronounce letters, how to describe

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<sup>29</sup>Zakiah Daradjat, *Metode Pengajaran*, ( Jakarta : Dirjen Bimbingan Islam Depag, 1995 ), p.305

something and others. In this case the teacher can be a model that gives an example to students or teachers can also bring objects or other people from outside as an object that gives an example, because the model in the learning process can not always be shown as the original. in this case, Hamalik argues that to explain the meaning of an object that is not real, there must be an idea to make an imitation of the object in a real and simple form, by eliminating unnecessary and showing that need to be observed and studied. These objects are called sample objects or modeling.

#### 6) Reflection

Reflection is one way of thinking about what things have just been learned, or the process of recalling what has been learned before. In this case Nurhadi stated that at the end of learning process, the teacher needs to give time to students to doing reflection in the form of teacher asking for conclusions or impressions obtained from the material that has been studied before.<sup>30</sup>

#### 7) Authentic Assessment

Authentic assessment is a collection of various data that can provide an overview of the development of student learning. Assessment is collected from the learning process that is continuous and integrated and there is a match between the learning outcomes and the instruments used to conduct the evaluation. With the assessment of learning outcomes this can be used as a feed back that

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<sup>30</sup>Nurhadi, *Op. Cit.*, p.18

is useful as an instrument of assessment of the ability of students in the future. Zakiyah Daradjat states that assessment can be taken from the learning process of students and its held as effectively on all aspects of learning outcomes and carried out in a harmonious and balance.<sup>31</sup>

#### **d. Strategies of Contextual Teaching and Learning.**

For the instructional process teacher must address some aspects when using Contextual Teaching and Learning, including the strategies to teach contextually to attain the maximum result in teaching and learning process in the class. The strategies were determined based on Contextual Teaching and Learning and combine with some components. Below are about how to teach contextually in the classroom teaching and learning process :

##### **1) Problem-Based Learning**

Contextual Teaching and Learning can begin with a simulated or real problem. Students use critical thinking skills and a systemic approach to inquiry to address the problem or issue. Students may also draw upon multiple content areas to solve these problems. Worth while problems that are relevant to students' families, school experiences, workplaces, and communities hold greater personal meaning for students.

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<sup>31</sup>Z. Darajat, *Op.Cit.*, p.207

## 2) Using Multiple Context

Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. Contextual Teaching and Learning experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

## 3) Supporting self Regulated Learning.

Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. To do so, students must become more aware how they process information, employ problem-solving strategies, and use background knowledge. Contextual Teaching and Learning experiences should allow for trial and error; provide time and structure for reflection; and provide adequate support to assist students to move from dependent to independent learning.

## 4) Teaching and Learning in Students' Diverse Lives.

On the whole, our student population is becoming more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the Contextual Teaching and Learning experience. Team collaboration and group learning activities respect students' diverse histories, broaden perspectives, and build inter-personal skills.

### 5) Using interdependent learning groups

Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

### 6) Employing Authentic Assessment

Contextual Teaching and Learning is intended to build knowledge and skills in meaningful ways by engaging students in real life, or “authentic” contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices.<sup>32</sup>

From those of strategies in Contextual Teaching and Learning, the strategies which used in this research are using multiple context, supporting self regulated learning, teaching and learning in students diverse lives, using interdependent learning group and employing authentic assessment. Those strategies are chosen because each strategy is easily understood by the teacher and it's also easy to implement, especially in schools that have limited learning facilities.

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<sup>32</sup> <https://renaln.wordpress.com/2013/01/05/1/acccsed> on july 2018

#### **e. Strengths and Weaknesses of Contextual Teaching and Learning**

Contextual Teaching Learning is one of the hot topics in education these days. As an approach, Contextual Teaching and Learning has the strength and weakness in the teaching learning process. The strength is it make teacher who teach contextually become easier to reach the goal of teaching learning process. According to Johnson, “The great power of Contextual Teaching Learning is that it gives all young opportunity to develop their promise, to develop their talents, and to become informed, capable members of a democratic society.”<sup>33</sup> Based on that statement, Contextual Teaching Learning can develop students communication skill and increase students comprehension about current issues which related to their live.

On the other hand, the weakness of Contextual Teaching and Learning is taking time for the preparation; in preparing the lesson plan, teacher should recognize students diversity and then utilize difference to create a rich learning environment. Besides, the authentic assessment also takes more time for teachers to develop and apply.

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<sup>33</sup>Elaine B. Johnson, *Contextual Teaching and Learning*, ( Bandung : MLC, 2007 ), 3<sup>rd</sup> edition, p. 18.



## **f. Step- step of Contextual Teaching and Learning in Teaching**

### **Writing Descriptive Text**

In a practice of using CTL teacher or educator may include some components to make the learning process more meaningful and student can get knowledge as easily, therefore, steps of Contextual Teaching and Learning in teaching writing descriptive text are :

1. Students pay attention, listen and and read the text which describe about someone or something which they known. (multiple context)
2. Students ask about the the information which contained on the text. (questioning)
3. Students identify many kinds of information, communicative purpose, generic structure, and language features from the text are given by the teacher. (constructivism)
4. Students are guiding to understand about character, physical appearance and habit from the object which explain by the teacher and they conecting it with the real situation. (modelling)
5. Students were given a text and they asked to find out all of information about physical appearance, characteristic, character or habit of object in the text with their group. (learning community)
6. Every groups representation were asked to come forward to describe the results of their group work in front of the class, and they get correction of the work from of other groups and teacher. (authentic assessment)

7. Students get feedback from teachers and friends about the social functions and linguistic elements which use in descriptive texts. (reflection)<sup>34</sup>

## **B. Framework of Thinking**

Writing is an active process in which the writers deliver a message to the readers using the selected words from language store. Writing can be in various forms. It can be only in one sentence, one paragraphs, or in many paragraphs (essay). Descriptive is a way to draw or sketch the image of participant in row of sentence.

Writing descriptive is explaining the physical characteristics and personal identity of a person in a clear text form. Writing Descriptive is one of four skills that important and should be mastered by students. But writing, especially in descriptive is a major cognitive and complicated challenge, because it's not just test of memorizing vocabulary, language, applied the sentence pattern (grammatical), composition of sentence, But student is also required to explain the components in descriptive text in detail. To solve the problems in writing descriptive, the teacher can apply some approach to make students follow and pay attention during the teaching and learning process. The one of the effective approaches that can be used by the teacher are by using Contextual Teaching and Learning can be a good alternative way for the teachers in the teaching writing.

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<sup>34</sup> Z. Darajat, *Op.Cit.*, p.208

Contextual Teaching and Learning are one the concept of teaching and learning that brings teachers to link the material taught to the real world. In addition, it also give motivated students to relate knowledge to application, in life, whether as individuals, families, communities, and workers. Implementation of Contextual Teaching and Learning approach in this case needs to be assisted with adequate learning instruments such as learning media which is quite cheap and easy to obtain and in accordance with the purpose of learning. The one benefit of applying of Contextual Teaching and Learning on teaching descriptive text is student can be easier to explain an object they already know better.

From those descriptions above Using Contextual Learning Teaching and learning is expected to improve student ability in writing descriptive. Because by using Contextual Teaching and Learning can make student interest in writing, understand context of the text and its can help student to increase their ability in writing, especially in descriptive text.

### **C. Hypothesis of The Research**

Referring to these theories and assumptions, this research were formulated with the hypotheses as follows :

Ha = There is a significant influence of using Contextual Teaching and Learning toward student abilirty in writing descriptive text at students in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year.

Ho = There is no significant influence of using Contextual Teaching and Learning towards student ability in writing descriptive text at students in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year.

### **CHAPTER III**

### **RESEARCH APPROACHOLOGY**

#### **A. Research Design**

Research Design in this study are used quantitative approaches, the kind quantitative are experimental design. According to Ary et, al, experimental research is a general plans for carrying out a study with and active internal variable. The design is important because it determine the study's internal validity. Which is the ability to reach valid conclusion about the effect of the experimental treatment on dependent variable.<sup>1</sup> It means that experimental design is a research design that is used to find the influence of one variable to another.

The research design were used in this research are Pretest Posttest One Group Design, which is a research design carried out in groups by giving treatment and measurement before and after the research is done. It is in line with Sugiyono, he stated that the Pretest Posttest One Group Design was a group of subjects who were given a pre-test and post-test after the study, so the results of the study would be more accurate because they could compare conditions between after and before being treated.<sup>2</sup> In this research the pretest was given to determine the extent of students abilities before being given treatment. After being given a pretest test, then the sample was treated by using Contextual Teaching and Learning. After the sample learning uses Contextual Teaching and learning, the sample is given posttest to determine

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<sup>1</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (Canada: Wadsworth, 2002), p.301

<sup>2</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2015), p. 75

the extent of the influence of Contextual Teaching and learning on their skills in writing descriptive text.

This research only uses one class as the object of research. There is only one group that were used in this research. The design can be showed as follows:

**Table III**  
**Research Design of Pretest Posttest One Group Design**

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O <sub>1</sub>	X	O <sub>2</sub>

Note:

O<sub>1</sub> = pre-test before doing research by using Contextual Teaching and Learning

O<sub>2</sub> = final test (post-test) after the research by using Contextual Teaching and Learning

X = Contextual Teaching and Learning<sup>3</sup>

## **B. Variable of the Research**

In this research there are two variables, they are Independent and Dependent Variable.

1. The Independent Variable of the research is Contextual Teaching and Learning (CTL).
2. Dependent Variable of the research is ability of students in writing descriptive texts.

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<sup>3</sup> *Ibid*, p 111

### C. Operational Definition of Variables

Operational definitions of variables in this research are:

#### 1. Independent variable

Independent variable of this research is Contextual Teaching and Learning (CTL). Contextual Teaching and Learning is one of the concepts of teaching and learning that guides teachers to connect material taught to the real world. In addition, this approach can also motivate students to connect knowledge with applications, in life, both as individuals, families, and even their environment.

#### 2. Dependent Variable

Dependent variable in this research is ability of students in writing descriptive text. ability of writing descriptive text is the ability of students to write details about an object in detail based on the characteristics and characteristics of the object, and its fulfill the five aspects of writing, such as: content, organization, vocabulary, language usage, and good mechanics in writing.

### D. Population, Sample and Sampling Technique

#### 1. Population

According to Suharsimi Arikunto, "Population is the whole subject that will be researched in the research."<sup>4</sup> The population in this research were seventh graders at MTs 20 Kalidadi Kalirejo Central Lampung, with

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<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, ( Jakarta : Renika Cipta, 2006 ), 13<sup>rd</sup> edition, p 130

consisted of 313 students and were divided into 8 classes. There are VII A, VII B, VII C, VII D, VII E, VII F, VII G, VII H. However, this research only used the classes which had the writing score below the KKM score as the population. Classes that have writing values under KKM are VII A, VII B, VII C, VII D and VII E, while VII F, VII G and VII H have writing values above KKM score.

For more details, the population can be seen in table 4 below:

**Table IV**  
**The Population of the Students of the Seventh Grade of**  
**MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung**

No	Class	Male	Female	Total
1	VII A	22	21	43
2	VII B	16	25	41
3	VII C	15	23	38
4	VII D	17	22	39
5	VII E	18	19	37
	<b>Total</b>	<b>88</b>	<b>110</b>	<b>198</b>

*Source: Daftar Jumlah Siswa kelas VII MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung TA 2017/2018*

## 2. Sample

A sample is a small proportion of population selected for observation and analysis.<sup>5</sup> Based on explanation above, it could be conclude that sample is part of individual members which is chosen to represent of the whole population. Since the design of experiment used in this research was One Group Pre Test Post Test Design. So the sample was only one class as an experiment class.

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<sup>5</sup> John W. Best and James V. Kahn, *Research in Education* (8th Ed) (Needham Heights: Allyn & Bacon, 1998), p.13



### 3. Sampling Technique

The sampling technique which used in this research was random sampling technique, Fraenkel and Wallen state that the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>6</sup> Based on the explanation above, it can be concluded that cluster random sampling is the selection of subjects based on groups, or clusters and not individuals.

From the data described previously, there were only five classes among 8 class which had the average score below the KKM as the population on this research. In determining the sample in this research, the researcher conducted the following steps :

1. The researcher writes the name of each class in a small piece of paper and then the paper is rolled up and put into a glass.
2. The researcher shake the glass until the papers comes out of the glass
3. Paper which has coming out of the glass are taken to determine the experimental class that used in this research.

After conducting those step, class VII.D has been chosen as the sample of this research.

### **E. Data Collecting Technique**

To collect the data, the reasearcher used the test. According to Arikunto, "Test is a series of questions or exercises and other tools used to

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<sup>6</sup> Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8th ed) (New York: McGraw-Hill Companies, Inc,2009),p.95.

measure the skills, knowledge, intelligence or talent abilities possessed by individuals or groups.”<sup>7</sup> Hence, testing is finding out how well something works and tells what level of knowledge or skill has been acquired.

Based on the explanation above, tests were used by researchers to collect data. The pretest and post-test were used as data collection approaches to measure students' ability to write descriptive texts by researchers. That test were designed as a follow :

a. Pre test

Pre test is test to know the result of the students before treatment in the class. The pretest result in form written test experimental class.

b. Post test

Post test is test to know the result of the students after treatment in the class. In this test the researcher gave the same instrument as the pre test. the kind of instrument are written test, but its indifferent theme. This test is conduct for experimental class.

## **F. Instrument of the Research**

The instrument material has been choosed based on the school curriculum at the seventh grade of MTs Ma’arif 20 Kalidadi Kalirejo in the academic year of 2018/2019. In this research there were several writing themes that had been given by researchers to students. Some of these themes include my home, my beloved family, my school, and my best friend.

After the theme was given by the researcher, students were asked to choose one of the themes and make descriptive text based on the chosen

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<sup>7</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2005) p. 150.

theme. The text should be consist of 50-100 words, and they had to make that text in 45 minutes.

In evaluating students descriptive text writing, analytical scoring rubric by Tribble were used by researchers to calculate of students writing skills<sup>8</sup>. According to Tribble, the measurement in order to asses the student writing ability analytic rating scale will be use to classify students ability they are content, organization, vocabulary, language, and mechanics.<sup>9</sup> According to Tribble, the measurement in order to asses the students writing ability analytic rating scale would be used to classify students ability are:

#### 1. Content

This part include a thesis statement, a compilation of related ideas, develop the idea through language knowledge that have been know before, descriptions of apperance, facts, opinions, causes and effects, comparisons and circumstances (see on appendix 14).

Rating Scale: 13 – 30

#### 2. Organization

The organization includes the effectiveness of the introduction of the sentence, logical and chronological order of ideas, and the suitability of the main idea of structure of the sentence (see on appendix 14).

Rating Scale: 7 – 20

#### 3. Vocabulary

This section includes choosing the right words to develop the main idea of the sentence (see on appendix 14).

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<sup>9</sup>Christopher Tribble, *Writing*, (New York: Oxford University Press, 1996), p.130

Rating Scale: 7 – 20

#### 4. Grammar

Grammar includes arranging words to make correct sentences(see on appendix 14).

Rating Scale: 5 – 25

#### 5. Mechanic

This section includes spelling, punctuation, conjunctions, and the suitability of writing sentences(see on appendix 14).

Rating Scale: 2 – 5.<sup>10</sup>

Score : (Content) 30 + (Organization) 20 + (Vocabulary) 20 + (Grammar) 25  
+ (Mechanics) 5 = 100

### **G. Procedure of the Research**

There are three steps that were done in research procedure, they are:

#### 1. Planning

Before the researcher applied the research procedure, researcher was made some plannings to run well. There were some steps that should be planned by researcher. The procedure of making planning of this research can be seen as follows:

##### a. Determining the sample

In this case, one class at the seventh grade of MTs 20 Ma'arif Kalidadi Kalirejo Central Lampung were choosed as the experimental class by the researcher.

##### b. Preparing pre test and analyzing the data that was received from that test

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<sup>10</sup> *Ibid*

The researcher prepared pre test that would be given to the students pre test before giving the treatment.

c. Determining the material to be taught

The researcher determined the materials that would be taught to the students, the materials is about descriptive text.

d. Preparing the post-test

The researcher prepared a kind of post-test that would be given to the students. By giving the post test, the researcher knew the students improve their writing descriptive ability or not.

## 2. Application

After making the planning, the researcher tried to apply to research procedure that has been already planned. There were some steps in doing this research:

- a. In the first meeting, the researcher gave a pre-test to the selected class. In this pre-test, the students are asked to write freely by choosing one of the topics given. The topic of this test is my home, my beloved family, my school, and my best friend. Before writing, students are asked by researchers to choose one theme and make descriptive text based on the theme that have been chosen. The paragraph must consist of minimal 50 words and the time is 45 minutes.
- b. At the next meeting researchers conducted treatment through writing descriptive texts using Contextual Teaching and Learning in the experimental class.

- c. In the last meeting, researchers gave a post-test. This test is the same as the pre-test but with a different topic. The purpose of this test is to find out whether the students writing ability in a experiment are change or not after the treatment is given. This test topic is determined by an analysis of the validity and reliability of the pre test. It means that only valid and reliable test items were used in the post-test.

### 3. Reporting

The last point in this research that has been done in this research procedure is reporting. The steps are as follows:

- a. Analysis of data which received from the pre test and post test.
- b. Make a report about the results of the research.

## H. Validity, Reliability and Readability of the Test

### 1. Validity of the Test

Validity is measurement which shows the level of validity of instrument. A valid instrument has a high validity. An instrument can be called valid if the instrument can show the data of variables researched correctly.<sup>11</sup> In this research there were several aspects that consider to measure validity of the test.

#### a. Content Validity

Based on the content standards of the school-based curriculum writing descriptive texts in the seventh grade of junior high school, the aims of teaching is to enable students to make descriptive paragraphs.

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<sup>11</sup> Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kualitatif dan Kuantitatif*, (Yogyakarta: Graha Ilmu 2006), p.86.

The tests adapted to teach based on this content standard. Therefore, this test was along with standards content. To get the content validity of the test, researchers arranged the material based on the teaching objectives in the school based on the curriculum for the seventh grade Mts Ma'arif 20 Kalidadi Kalirejo. And then, the researcher consulted the instrument to the English teacher at the Mts Ma'arif 20 Kalidadi Kalirejo, Mr. Saihudin, S. Pd to ascertain whether the instrument was valid or not.

#### b. Construct Validity

The construct validity is used to measure perceptions, language behavior, motivation, even language skills. Built validity focuses on the types of tests were used to measure abilities. In other words, tests can measure what needs to be measured. In this study, a written tests was used as the instruments to measure the students ability.

### 2. Reliability of the Test

Arikunto says that “Reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough. Reliability shows the degree of mainstays about something. Reliability means the data can be believed so it can be relief on.<sup>12</sup> To get the results of the reliability test, the researcher will use the inter-rater reliability. This test are done by two assessors; they are English teachers at MTs Ma'arif 20 Kalidadi Kalirejo and researchers. they

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<sup>12</sup>BambangSetiyadi, *Op.Cit*, p.19.

examine and provide value from the results of writing descriptive texts that have been made by students. The statistical formula for calculating reliability as follows:.

R =	$6(\sum d^2)$
	$1-N ( n^2-1 )$

Notes:

R : Reliability

d : The different of rank correction

N : Number of learners.<sup>13</sup>

The criteria of reliability

- A very low reliability ranges from 0.00 to 0.19
- The low reliability ranges from 0.20 to .39
- An average reliability ranges from 0.40 to 0.59
- A high reliability ranges from 0.60 to 0.79
- A very high reliability ranges from 0.80 to 1.00<sup>14</sup>

From the reliability criteria above, it can be concluded that the reliability results for the pre-test have high reliability because the number is around 0.9999737 and the results of the post-test reliability have high reliability because the total number is around 0.9999737. This means that the reliability of the instruments in this research is reliable.

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<sup>13</sup>*Ibid*, p.317.

<sup>14</sup>SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*, (Jakarta: RinekaCipta, 2005), p.75.



### 3. Readability of the Test

Readability tests are indicators that measure how easy a documents is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.<sup>15</sup> To know readability of the procedure test instrument, the researcher followed Kouame's research. The learners asked to evaluate instructions of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and describes an item that is difficult to read.<sup>16</sup>

Based on the finding of Kouame's research, if the mean of all items of the instrument text were under 4.46, the instrument was quite readable and understandable by the readers or test takers.<sup>17</sup> Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above was 2.66 (lower than 4.46), it means that the instrument was readable.

#### I. Normality and Data Homogeneity Test

Before the research data is analyzed, it needs to be tested first with normality and data homogeneity.

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<sup>15</sup> Julien B. Kouame, *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants; Journal of Multi-Disciplinary Evaluation Vol. VI No. 14 August 2010* (Michigan: Western Michigan University, 2010), p.133.

<sup>16</sup> *Ibid*, p.133.

<sup>17</sup> *Ibid*, p.134.

### 1. Normality Test

The normality test is used to measure whether the data in the experimental class normally distribute or not. In this research SPSS (Statistical Package for the Social Science) were used by researcher to measure the normality of the test. The test of normality employed were Kolmogorov – smirnov and saphiro Wilk.

The hypotesis formula were :

$H_0$  = the data have normal distribution

$H_a$  = the data do not have a normal distribution

While the criteria acceptance or rejection of hypotesis were :

$H_0$  is accepted if  $\text{Sig (Pvalue)} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig (Pvalue)} \leq \alpha = 0.05$

### 2. Homogeneity Test

Before administering the data into t-test, it is necessary to be certain that the data are homogenous or not. The researcher used Levene's in SPSS (Statistical Package for the Social Science) of version 20

The hypotesis for the homogeneity test were :

$H_0$  = The variance of the data are homogenous

$H_a$  = The variance of the data are not homogenous.

## J. The Hypotetical Test

Data obtained in this research were analyzed by using formulation paired sample T-test. SPSS (Statistical Package for the Social Science) of

version 20 was be used by researcher to measure the T-test. The hypotesis in this research were :

Ha = There is a significant influence of using Contextual Teaching and Learning toward students' ability in writing descriptive text at students in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year.

Ho = There is no significant influence of using Contextual Teaching and Learning towards students' ability in writing descriptive text at students in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. General Description of the Place of the Research**

Mts Ma'arif 20 Kalidadi Kalirejo Central Lampung is located on Jl. Masjid Sabililmuttaqin No. 3 Dusun IV, Kalidadi village, Kalirejo sub-district, Central Lampung Regency, Lampung Province. This school was built by the collaboration and ideas of Islamic Ustadz and Ustadzah with the society of the Kalidadi village in 1987. The headmasters in Mts Ma'arif 20 Kalidadi Kalirejo Central Lampung now is Mr Ismail S.Pd.I. The teaching and learning activities in this school begin at 7.15 and end at 12:30 AM.

The total number of teacher who taught in there are 38 and the total number of students are 956 students. There are some office at the school, such as : headmaster office, teacher office, and administration office. This school has also library, cooperation, mosque, BK room, student health room, Mousque, and computer laboratory. As sport facilities, the school is provide with a futsal court.

Mts Ma'arif 20 Kalidadi Kalirejo Central Lampung has 37 teacher and 1 staff. Some of English teachers of this school are : Hi. Ahyari, S.Pd.I, Aji Ade Pamungkas, S.Pd, Siti Halimah, S.S and Saihudin, S.Pd.

#### **B. Research Procedures**

The research was conducted on April 2019. Before conducting the research, firstly the writer asked permission to the headmaster and the English teacher at the school. After the writer got the permission, the writer conducted the research through the following steps:

1. Determined the subject of research, namely the students at the seventh grade of the second semester of Mts Ma'arif 20 Kalidadi Kalirejo Central Lampung.
2. Designed the test which was the writing test.
3. Determined the sample of research by using purposive sampling technique.
4. Held the readability of the test on Monday 1<sup>st</sup>, 2019 (it was given to the students out of the research sample).
5. Held pre-test on Tuesday 2<sup>nd</sup>, 2019 in order to know students' score in descriptive text writing ability before they had treatment.
6. Analyzed the data that was gotten through pre-test.
7. Give treatment to research samples by using Contextual Teaching and Learning on Saturday on the 13<sup>th</sup>, Monday 15<sup>th</sup> and Tuesday 16<sup>th</sup>, 2019
8. Held post-test on Monday 22<sup>nd</sup>, 2019 in order to know students' score in descriptive text writing ability after the treatments.
9. Analyzed the data that was gotten through post-test. The data were analyzed by using SPSS (Statistical Package for the Social Science).
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

### C. Result of the Research

#### 1. Result of Pre-Test

At first meeting the researcher conducted pre-test in order to find out the previous students ability in writing descriptive text. The pre-test was administrated on Tuesday, 2<sup>nd</sup> April 2019, at 08.00 a.m for the VII D. The analysis showed that the mean score of pre-test in experiment class was 66.32. The higher score was 77,5 and the lowest score was 50 (see on appendix 8).

#### 2. Result of Post-test

After conducting three meetings of treatments the researcher conducted the post-test to the sample. The researcher conducted post-test to see whether the students' score increased or not. The post-test was conducted on Monday, 22<sup>nd</sup> April 2019, at the 08.00 a.m for the VII D. The analysis showed that the mean score of post-test in experiment class was 72.82. The highest score was 86 and the lowest score was 54 (see on appendix 8).

From the mean score of both experimental class and control class, it can be attained that there are significant difference of students writing achievement in pre test and post test.

The result can be seen from the table :

**Table V**  
**Comparison result between Pre-Test and Post-Test**

No	Class	Pre-Test	Post-Test
1.	Experiment	66.32	72.82

Based on the table of comparison between pre test and post test above, we could see that the increasing of the students score (See appendix 15). From the table above, it could be seen in the experimental class that Contextual Teaching and learning could increase the students writing score in writing descriptive text from 65.32 to 72.82.

#### **D. Result of Data Analysis**

##### **1. Fulfillment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression, were widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality test must be satisfied..

##### **a. Result of Normality Test**

The normality test is used to measure weather the data in the experimental class are normally distributed or not.

The hypotheses were :

$H_0$  = the data have normal distribution

$H_a$  = the data do not have normal distribution

The criteria of acceptance were :

If the value  $(p) \geq \text{significant } (\alpha = 0.05)$  It means that,  $H_0$  was accepted

If the value  $(p) < \text{significant } (\alpha = 0.05)$  It means that,  $H_a$  was accepted

**Table VI**  
**Tests of Normality**

	Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre Test	.135	34	.120	.914	34	.011
	Post Test	.155	34	.039	.946	34	.093

a. Lilliefors Significance Correction

Based on the table 10 above, the researcher compared of normality in pre test and post test using Shapiro-Wilk. The result of normality in pre test of experimental class was 0.011 with significant 0.120. It can be concluded that the result pos test was higher than the significant 0.05. Furthermore, the normality in post test was 0.093 with significant 0.093. It can be concluded that the result post test was higher than the significant 0.05. Therefore, the data of pre test and post test of Experimental class was normal distribution.

**b. Result of Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not.

The Hypotheses were :

Ho = the variance of the data is homogenous

Ha = the variance of the data is not homogenous

The criteria of acceptance were :

Ho is accepted if  $\text{sig} > \alpha = 0.05$

Ha is accepted if  $\text{sig} < \alpha = 0.05$



**Table VII**  
**Test of Homogeneity of Variances**

Hasil			
Levene Statistic	df1	df2	Sig.
.079	1	66	.787

Based on table 11 above, the result of homogeneity test (Pre test and Post Test) of experimental class was 0.787 higher than the significant 0.05. it means that the data was homogeneity.

## **2. Result of Hypothetical Test**

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (Statistical Program for Social Science), paired sample t-test.

The hypothesis formulas were:

Ha : There is a significant influence of using Contextual Teaching and Learning toward students' ability in writing descriptive text at students in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year.

Ho: There is no significant influence of using Contextual Teaching and Learning towards students' ability in writing descriptive text at students in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_0$  is accepted if  $\text{Sig. (Pvalue)} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. (Pvalue)} < \alpha = 0.05$

**Table VIII**  
**Paired Samples T-Test**

T	Df	Sig. (2-tailed)
7.299	33	.000

Based on the results obtained in the paired sample t-test in Table 12 that the value of significant generated  $\text{Sig. (Pvalue)} = 0.000 < \alpha = 0.05$ . So,  $H_a$  is accepted. Based on the computation, it can be concluded that there was a significant influence of using Contextual Teaching and Learning toward students' ability in writing descriptive text at students in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year.

## **E. Discussion**

Based on normality and homogeneity tests by using SPSS Version 20, it known that the data are normal and homogeneous, and in the calculation of analytical data and testing of the hypotheses by using the same SPSS application it's found that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that there is any significant influence of using Contextual Teaching and Learning towards students' abilities in writing descriptive texts, so alternative hypothesis is accepted.

From the explanation above, it can be concluded that Contextual Teaching and Learning was one of good approach in motivating students in learning English, especially in writing decriptive text.

As Allah said on Q.S. Al-Kahf: 109

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا

بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

*“Say: if the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord, even if we added another ocean like it, for its aid”<sup>1</sup>*

It means that we can express our idea, feeling, and information by writing because Allah also explained for us in the it can be concluded that writing is one of skill in English that difficult to do in our life, and on this surah Allah said that if the ocean were ink to write words, it cannot be write all of them. So, we had to practice every day to master this skill because it can improve our vocabulary.

Furthermore, there is an influence of using using Contextual Teaching and Learning toward student ability in writing descriptive text at students in seventh grade of MTs Ma’arif 20 Kalidadi Kalirejo in 2018/2019 academic year.

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<sup>1</sup>Depag, *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani, 2001), p.1138

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research finding in the previous chapter, the writer draws the conclusion of using Contextual Teaching and Learning toward students writing ability in writing, especially in writing descriptive text.

The result could be seen from Sig. (2-tailed) of the equal variance assumed in the paired sample test table where the Sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is not accepted.

Based on the result of data analysis, it can be concluded that there was a significant influence of using Contextual Teaching and Learning toward student ability in writing descriptive text at students in seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year.

#### **B. Suggestion**

Based on the research finding explained previously, the result of statistical calculation showed that CTL is effective in learning writing of descriptive text. Some suggestion for the teaching and learning English are proposed as follows:

1. For teachers

- a. Teachers are expected to seek and determine an appropriate method or approach based on lesson objectives and learning situations. Because different learning objectives and situations need different teaching method or approach.
- b. Teacher should give more chances to the students to be more active, so they have chance to explore their idea in writing form. The teacher should teach the students step by step and do not change the material that students are not able yet. They need guidance at the first time they learn.
- c. Teachers can use Contextual Teaching and Learning to improve student writing skills and to prevent students from feeling bored when learning and encourage students' attention in learning English, especially in writing lessons.

2. For students

- a. Students can enrich their experience and knowledge in learning English, especially in learning writing descriptive text through Contextual Teaching and Learning.
- b. Students must study hard and practice more in writing English to improve their writing skills. because writing is one of the skills in English that holds many important parts of student activities.

3. For other researchers

- a. In this research, the writer using Contextual Teaching and Learning to help students of Junior High School in writing descriptive text. Other researcher can conduct this approach on different levels of students. It can be applied at Elementary School and senior High School. Therefore, it is suggested for the other researcher to investigate the influence of using Contextual Teaching and Learning towards other English skills such as listening skill, reading skill, and speaking skill.
- b. In this research the treatments were done three meetings. Other researcher can spend more time in giving the treatments to the students, so that they can get enough exercise.

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# APPENDICES

## Appendix 1 : Students Writing Score

### Daftar Nilai Kemampuan Menulis Siswa Kelas VII pada Mata Pelajaran Bahasa Inggris di MTs Ma'arif 20 Kalidadi Kalirejo Tahun Ajaran 2017/2018

**Kelas : VII A**

**KKM : 65**

No	Nama Siswa	Nilai
1	Adelia Ramadhani	56
2	Afit Hidayat	65
3	Ahmad Fadilatul Afandi	36
4	Ahmad Jauhari As'ad	42
5	Amanatul Munawaroh	50
6	Aqib Syaugi Aziz	48
7	Arif Al Ikhsan	50
8	Arina Lutvia Hadi	48
9	Aulia Zahra	50
10	Bahrul Ihwan Sodik	46
11	Bily Deva Pramudya	48
12	Eka Fadilatul Ismi	48
13	Eka Hanifatus Zaidah	58
14	Eka May Sasmita	36
15	Faiqotul Himma	40
16	Fathur Rizky	40
17	Fikri Ibnu Salim	42
18	Hilmatus Sofia	48
19	Isbat Mashuri	40
20	Kurniatul Husna	32
21	Latif Rozaki	40
22	M Ainun Na'im	36
23	M Irfa'i	65
24	M Najib	60
25	M Rizal Apriansyah	42
26	Metika Oktaviani	46
27	Mimbar Mashuri	60
28	Mudrikah Hasanah	42
29	Muh Amirulloh	58
30	Muh Arifaul Husaen	46
32	Muhamad Muqorrobin	56
32	Mustofa Mubasir	44
33	Nadine Thalita Vilia	48
34	Nala Ashfia Muna	56
35	Nesya Feriatul Fadilah	48
36	Rasya Zahra Maizura	56
37	Retno Winarsih	52
38	Rizky Kurniawan	36
39	Silviatuz Zahro	46

40	Syawlifa Anzumi	50
41	Ulil Asna Safitri	46
42	Wildan Su'ud Annaja	42
43	Yazid Asyafi	44
<b>Jumlah Nilai</b>		<b>2040</b>
<b>Nilai Rata-rata</b>		<b>47.74</b>

**Daftar Nilai Kemampuan Menulis Siswa Kelas VII pada Mata Pelajaran  
Bahasa Inggris di MTs Ma'arif 20 Kalidadi Kalirejo Tahun Ajaran  
2017/2018**

**Kelas VII B**

**KKM : 65**

<b>No</b>	<b>Nama Siswa</b>	<b>Nilai</b>
1	Afifatuz Zahro	38
2	Agung Aditia Pratama	36
3	Anis Lidiani	36
4	Anisa Alfiatus zahro	56
5	Anisatul Umniyah	34
6	Bagas Prasetya	54
7	Bayu Setiawan	56
8	Dafa Maulana Ghofur	28
9	Defri Tirta Lesmana	48
10	Dikky	38
11	Dinda Lutfiyah	42
12	Durotun Nafisatus Salamah	48
13	Fais Naufal Fathin	44
14	Fatimatuz zahra	34
15	Fery Ramadhan	40
16	Hendri Susanto	44
17	Hurin Mukodimah	36
18	Ikfina Miftahur Rohmah	28
19	Ikhsantoro	50
20	Jembar Tahta Ainulloh	44
21	Kholid Zulmunsib	42
22	Latifatun Nisa	40
23	M Fikri Adduha	44
24	M Iqbal Kamilan	44
25	M Khoirul Anam	44
26	Ma'rifatul Ulum	50
27	Megia Magani	54
28	Nadirotul Faiqoh	46
29	Nailatul Hidayah	40
30	Nailu sangadah	34
31	Ngaliyatur Rohma	48
32	Nur Halimah	44
33	Putri Arini sabila	60
34	Qothrun Nada	36
35	Rifqi Mustofa	28
36	Syafiqo Naila Putri	36
37	Tegar Putra Hidayat	38
38	Ummi Uswatun Khasanah	34
39	Zahra Azimatul Karimah	20
40	Zaki Mustofa	48
41	Zulfa Annisa Salsabila	30
<b>Jumlah Nilai</b>		<b>1694</b>
<b>Nilai Rata-rata</b>		<b>41.31</b>

**Daftar Nilai Kemampuan Menulis Siswa Kelas VII Pada Mata Pelajaran  
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**Kelas VII C**  
**KKM : 65**

<b>No</b>	<b>Nama Siswa</b>	<b>Nilai</b>
1	Achdan Saputra	48
2	Adam Damar Sahara	48
3	Agus Purnama Matin	38
4	Anis Ma'sumatul Hidayah	64
5	Dewi Iailatul Litfiah	30
6	Dio Ferdiansyah	46
7	Elen Amelia	32
8	Ernawati	44
9	Faliza Nur Artika	46
10	Fina Mayasaroh	30
11	Fuad Nur Yazid	50
12	Iga Aji Baedlowi	28
13	Intan Nada Azkia	48
14	Intan Pandini	48
15	Laeli Barokah	48
16	Lina Nur Naini	46
17	Lutfi Aldiansyah	50
18	M Alvin Ikvina	34
19	M Ilham Fahma Al farabi	32
20	M Rifki Abrori	50
21	Nabila Cahya Ramadhani	42
22	Nadia Reviana	42
23	Naufal Yahya	56
24	Nayli Maysaroh	42
25	Novi Fitri Amelia	44
26	Rendi Antoni	34
27	Rini	30
28	Sastro Satrio	58
29	Selli Febbi Anggraeni	46
30	Shintia Utami	34
31	Shofa Maulana Fauziyah	52
32	Sukma Ageng Nanda Pratama	56
33	Tania	44
34	Uswatun Nafisa	48
35	Yuda Prasetyo	38
36	Yusuf Rizqi Solehan	40
37	Ahmad Alwi Daman Huri	42
38	Alif Fatonah	48
<b>Jumlah Nilai</b>		<b>1656</b>
<b>Nilai Rata-rata</b>		<b>42.46</b>

**Daftar Nilai Kemampuan Menulis Siswa Kelas VII Pada Mata Pelajaran  
Bahasa Inggris di MTs Ma'arif 20 Kalidadi Kalirejo Tahun Ajaran  
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**Kelas VII D**

**KKM : 65**

<b>No</b>	<b>Nama Siswa</b>	<b>Nilai</b>
1	Afaf Agusti Pirelli	50
2	Amila Mahda	58
3	Andi Saputra Jaya	46
4	Arini Asfia	48
5	Armain kukuh Budiasih	46
6	Athia Nur Fadila	38
7	Bhakti Friend Pratama	50
8	Delang Pradana	40
9	Dewi Afifah	54
10	Diana Praptika Darmawan	52
11	Elsa Oktaviani	48
12	Fery Hasan	54
13	Fina Akmalia	56
14	Indra Irawan	50
15	Khonsa Khoirunnisa	66
16	Lily Maratus Sholihah	68
17	Lisa Nuriati	62
18	M. Sofiyyul Huda	38
19	Masruroh	24
20	Mia Karohmah	40
21	Muh. Ridwan Rizki	36
22	Muhammad Faqih	38
23	Muhar Alfiansyah	38
24	Naelatu Rahma	58
25	Nafiqotul Munazah	36
26	Raden Ahmad	40
27	Rendi Andika	40
28	Rian Fadilah	44
29	Rica Mulyani	42
30	Rifki Andre Erlangga	48
31	Rina Aulia Fahrani	50
32	Robby Nugroho	42
33	Tintin Sitriyati	34
34	Tio Pratama	50
35	Triska Nabila Putri	34
36	Umu Aimah	45
37	Wahyu Fitriani	40
38	Zulfa Auliana Rasyid	50
39	Royan Dandi Pratama	40
<b>Jumlah Nilai</b>		<b>1793</b>
<b>Nilai Rata-rata</b>		<b>45.97</b>

**Daftar Nilai Kemampuan Menulis Siswa Kelas VII Pada Mata Pelajaran  
Bahasa Inggris di MTs Ma'arif 20 Kalidadi Kalirejo  
Tahun Ajaran 2017/2018**

**Kelas VII E**  
**KKM : 65**

<b>No</b>	<b>Nama Siswa</b>	<b>Nilai</b>
1	Aditya Noval Febrian	48
2	Aditya Ramadhani	50
3	Ahmad Saefudin	44
4	Ahmad Saifudin	40
5	Alin Tifana Safitri	56
6	Ani Nur Ngaini	56
7	Anisa Nur Vitasari	54
8	Anisatul Uma	42
9	Aril Maulana	48
10	Dian Nurmala Sari	46
11	Eva Safitri	46
12	Febry Vela Sahara	40
13	Intan Priska Sahara	42
14	Irham Misbahudin	42
15	Lanalul Bahiz	40
16	Lisa Marlina	40
17	M. Frans Surya Pratama	54
18	M. Hamim Abdulloh	36
19	M. Rizki Okta Riansyah	36
20	Maulana Ardi Pangestu	68
21	Milatul Khasanah	44
22	Muhammad Latif	40
23	Muhammmad Rafli	50
24	Nahdiyan Fathin	46
25	Najwa Sayyidatrur Rohmah	32
26	Nia Ismiati	54
27	Niswatuz Zahra	64
28	Putri Prasetya Ningrum	36
29	Rina	50
30	Rizky Eka Putra	40
31	Rofi'atul Darojatil Solihah	38
32	Syifaur Rohmah	42
33	Taufik Mahrobby	44
34	Tri Pratiwi	36
35	Ulil Absaril Ulumil Wahidah	38
36	Uswatun Hasanah	34
37	Andre Maulana	66
<b>Jumlah Nilai</b>		<b>1682</b>
<b>Nilai Rata-rata</b>		<b>45.45</b>



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**Kelas VII F**

**KKM : 65**

<b>No</b>	<b>Nama Siswa</b>	<b>Nilai</b>
1	Ahmad Faisal	60
2	Ahmad Muhaimin	70
3	Alif Mutiara Kaltsum	50
4	Alvin Mubarak	48
5	Andes Septa Pradana	52
6	Anggi Permatasari	36
7	Annisa Rahmalia	56
8	Annisa Sani Azzahra	42
9	Bagas Andriansyah	58
10	Bila Suci Pertiwi	58
11	Deni Ananta	50
12	Dewi Ainun Ni'mah	82
13	Dewi Ulfiatul Faizah	54
14	Diajeng Gustin	54
15	Dimas Arif fauzi	58
16	Diva Fedilla Azzahra	52
17	Dwi Karunia Putri	60
18	Eka Nur Afiah	48
19	Fajar Saputra	48
20	Fauzi Firmansyah	44
21	Ibnu Miftahul Rohman	60
22	Kurnia Nova Alfian	42
23	M. Irbath Al Fakih	38
24	M. Rifki Hidayat	44
25	Muhammad Ikmal	62
26	Nizarudin	34
27	Rani Stiyana	58
28	Safinatun Najah	40
29	Sarah Asyifa Putri	56
30	Siti Sholekhah	26
31	Sofia Yunita	76
32	Tegar Fadillah Putra	70
33	Ummu Fatimatu Zahro	70
34	Yahya Amirudin	44
35	Zidan Alfikri	54
36	Andika Dian Saputra	44
<b>Jumlah Nilai</b>		<b>1968</b>
<b>Nilai Rata-rata</b>		<b>53.19</b>

**Daftar Nilai Kemampuan Menulis Siswa Kelas VII Pada Mata Pelajaran  
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**Kelas VII G**

**KKM : 65**

<b>No</b>	<b>Nama Siswa</b>	<b>Nilai</b>
1	Ade Tio Prasajo	58
2	Ahmad Susilo	46
3	Ahyar Fuadi	40
4	Aisyah Nurrohmah	48
5	Aldo Seno Putra	72
6	Andi Prayoga	42
7	Anisatun Azizah	52
8	Azzahra Ratna Juwita	48
9	Binti Karohmatin	56
10	Binti Risma Rahmadanti	54
11	Dela Aristasari	26
12	Desi Nur Rohmah	40
13	Didit Atriyandi	50
14	Endriyani	46
15	Erin Alfiana Wijayanti	56
16	Fajar Valentino	66
17	Ferdiansyah Aulia Rahman	54
18	Idanatul Hasanah	38
19	Kisa Arwana	58
20	Latifa Eka Pratiwi	36
21	Nadia Dwi Ayunanti Putri	50
22	Nova Dwi Fitriani	66
23	Noval Faiz Fauzan	46
24	Novi Nuria Hanifah	46
25	Rendi Nevta Rianto	60
26	Rian Nurhidayat	52
27	Riana Ekasari	44
28	Rizky Pratama	48
29	Rofiq Azizi	50
30	Rohmatun Hasanah	52
31	Saiful Bahri	54
32	Sekar Arum	54
33	Selita Cahya anggraeni	54
34	Shandy Maulana	56
35	Sukron Amin	46
36	Ulya Ulfa	50
37	Wasilatul Karimah	66
38	Zahra Zakia Putri	37
39	Danu Wiranata	52
<b>Jumlah Nilai</b>		<b>2005</b>
<b>Nilai Rata-rata</b>		<b>51.41</b>

**Daftar Nilai Kemampuan Menulis Siswa Kelas VII pada Mata Pelajaran  
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**Kelas VII H**

**KKM : 65**

<b>No</b>	<b>Nama Siswa</b>	<b>Nilai</b>
1	A. Ferdi Sofyan	42
2	Agung Ferdiansyah	66
3	Ahyar Afrizal	48
4	Aliana Khoiroh	64
5	Aprilia Mukaromah	58
6	Aril Kurniawan Hardiansyah	50
7	Asrul Achyari	52
8	Ayunda Catur Indriani	58
9	Bunga Lameivelea Lasut	78
10	Diki Ramadhan	60
11	Fildan Hidayat	62
12	Herdiansyah	54
13	Leo Hidayah	48
14	Lumatul Farida	46
15	Lutfi Maulina	56
16	M. Adib Pratama	42
17	M. Fajar Ilham	54
18	M. Wisnu Ramadhan	58
19	Muh. Daffa Dzaki Ramadan	56
20	Nabila Safitri	48
21	Nanda Hermawan	34
22	Nicky Nila Puspita	68
23	Nur Latifah	62
24	Qurothun Nida Lailatul Fajriyah	40
25	Rahmat Aji	46
26	Rani Ristitan Anggraeni	60
27	Resita Afifah	62
28	Rido Alfanda	46
29	Samsul Arifin	62
30	Siti Masruroh	46
31	Sri Utami	34
32	Suci Kurnia Salsabila	60
33	Tri Setiawati	44
34	Umi Hamidah	56
35	Umi Nur Hikmah	52
36	Vika Yuliyanti	44
37	Wahyu Aditias Ramadan	36
38	Wahyu Hidayat	62
39	Yoga Pratama	42
40	Zaki Imam Khosi	40
<b>Jumlah Nilai</b>		<b>2096</b>
<b>Nilai Rata-rata</b>		<b>52.04</b>

## Appendix 2 : Transcript Of Interview With Teacher

### Transkrip Interview Guru

**I : Interviewer**

**T : The Teacher**

I : What is your name?

*(Siapa Nama Bapak?)*

T : My name is Saihudin S.Pd.

*(Nama saya Saihudin S.Pd.)*

I : Which class do you teach during this semester?

*(Kelas mana saja yang bapak ajar selama semester ini?)*

T : During this semester I taught in classes 7A, 7B, 7C, 7D

*(Selama semester ini saya mengajar di kelas 7A, 7B, 7C, 7D.)*

I : How is your student's response in the English learning process in the class during this semester?

*(Bagaimana tanggapan siswa-siswi Bapak dalam proses pembelajaran Bahasa Inggris selama ini?)*

T : The response from them was very diverse, some of them liked English lessons, but others didn't like it. those who like English reasoned that it lesson is very comfortable and fun, and for those who do not like reasoned that learning English is very difficult and that is not their everyday language.  
*(Respon dari mereka sangat bervariasi, sebagian dari mereka ada yang menyukai pelajaran Bahasa Inggris, ada pula yang kurang suka. Siswa yang menyukai Bahasa Inggris beralasan bahwasanya menurut mereka Bahasa Inggris itu sangat nyaman dan menyenangkan, dan bagi siswa yang kurang menyukai karena mereka beranggapan bahwa belajar bahasa Inggris itu sangat sulit dan itu bukan bahasa sehari-hari mereka.)*

I : What is the KKM value for writing skills in English lesson in 7<sup>th</sup> grade at this school? And what are the results of your student's English scores during this semester?

*(Berapa nilai KKM untuk pelajaran Bahasa Inggris kelas 7 di sekolah ini? Dan bagaimana hasil nilai Bahasa Inggris siswa-siswi Bapak selama ini?)*

T : The KKM value for writing skills in English lesson at 7<sup>th</sup> grade in this school is 65. At least 3 classes that I have taught can get a value that is close to the KKM v, and besides that it is still below from the KKM.

*(KKM untuk pelajaran Bahasa Inggris kelas 7 di sekolah ini adalah 65. Setidaknya 3 kelas yang telah saya ajar dapat memperoleh mendekati nilai KKM, dan selebihnya masih, jauh dibawah nilai KKM.)*

I : Are there any English language skills are considered most difficult by your students? And how is the writing ability of students did you teach?

*(Adakah skill Bahasa Inggris apa yang dianggap sulit oleh siswa-siswi bapak? Dan bagaimana kemampuan menulis siswa-siswi yang bapak ajar?)*

T : In my opinion, the most difficult English skill for students to learn is listening and writing. And for the writing skills of students that I teach during this semester are far from what is expected

*(menurut saya skill dalam pelajaran Bahasa Inggris yang paling sulit dipelajari oleh siswa adalah listening dan writing. Dan untuk kemampuan menulis siswa- siswi yang saya ajar selama semester ini masih jauh dari yang diharapkan.)*

I : What kind of text do they have to mastered in writing skills for this semester?

*(jenis teks apa saja yang harus mereka kuasai dalam kemampuan menulis untuk semester ini?)*

T : Kind of text they must master in writing skills in this semester is a self-description text

*(Jenis teks yang harus mereka kuasi dalam kemampuan menulis di semester ini adalah teks deskripsi diri.)*

I : Where did you get the source of the text?

*(Darimana Bapak mendapatkan sumber teks tersebut?)*

T : Usually I take/citing it from the textbook provided by the school. Because these books are books that must be used for them.

*(Biasanya saya mengambil/mengutipnya dari buku paket yan disediakan oleh sekolah. Karena buku-buku tersebut merupakan buku yang wajib dipakai bagi mereka.)*

I : What are the difficulties that experienced by your students when they are asked to make English essay texts or answer the questions that you give

*(Apa sajakah kesulitan yang dialami oleh siswa-siswi bapak ketika diminta membuat teks essay Bahasa Inggris atau menjawab soal-soal yang diberikan.)*

T : There are many difficulties that they experience in answering questions and writing English texts, some of the difficulties they experienced such as how to start writing, they often find it difficult to find basic writing ideas,

limited vocabulary knowledge, and poor knowledge of English grammar rules.

*(Cukup banyak kesulitan yang mereka alami dalam menjawab pertanyaan dan menulis teks Bahasa Inggris, beberapa kesulitan diantara nya siswa sering tidak tahu bagaimana cara nya memulai menulis, mereka sering merasa sulit untuk menemukan ide pokok menulis, pengetahuan kosakata yang terbatas, dan pengetahuan tentang aturan tata bahasa Inggris yang rendah.)*

I : In your opinion, what are the causes of the difficulties that experienced by your students?

*(Menurut Bapak, apa saja penyebab kesulitan yang dialami oleh siswa-siswi anda tersebut?)*

T : Maybe the cause is because they cannot focus on the learning process and the motivation that they have is very low, causing their writing skills to be low.

*(Mungkin penyebabnya karena mereka kurang focus dalam proses pembelajaran dan motivasi yang mereka miliki sangat rendah sehingga mengakibatkan kemampuan menulis yang mereka miliki menjadi rendah.)*

I : is there any learning techniques that you used in teaching writing skills

*(Adakah teknik mengajar yang bapak gunakan dalam pengajaran skill Writing?)*

T : During this semester I only taught the material in the printed book by using a three phase technique which is usually available in RPP, and

sometimes I also combine it using several games and based discovery learning.

*(Selama semester ini saya hanya mengajar materi yang ada di buku cetak dengan menggunakan three phase technique yang terdapat di rpp, dan terkadang saya memadukan dengan menggunakan beberapa game dan based discovery learning.)*

: do you know about Contextual Teaching and Learning? And how the influence if that method was applied in the learning process of writing in the class?

*(apakah bapak mengetahui tentang Contextual Teaching and Learning? Dan bagaimana pengaruh nya jika metode tersebut diterapkan dalam proses pembelajaran writing di kelas?)*

T : Yes i know that method, and in my opinion it's a very good method when applied in the classrom because students can know independently of the material which being studied and can get feedback from the material that they learned.

*(Iya saya mengetahui metode itu, dan menurut saya metode itu sangat bagus apabila diterapkan karena siswa dapat mencari tahu secara mandiri tentang persolan yang dibahas dan umpan balik dari materi yang di ajarkan.)*



### Appendix 3 : Transcript Of Interview With Students

#### Transkrip Interview Siswa 1

**I : Interviewer**

**S : The Student**

I : What are the name of you both?

*(Siapakah Nama kalian berdua?)*

S : My name is Khonsa khoirunnisa and I am Lili mar'atus sholihah

*(Nama saya Khonsa Khoirunisa dan saya Lily Mar'atus Sholihah)*

I : Which class are you from?

*(Dari kelas mana kalian berasal?)*

S : We are from 7D

*(Kami berasal dari kelas 7D)*

I : Are you like English lessons?

*(Apakah kalian menyukai pelajaran Bahasa Inggris?)*

S : Yes, we like English lessons

*(Ya, kami suka pelajaran bahasa inggris.)*

I : What is the score of your English lessons in class? And are you satisfied with the score of the English language lessons that you have obtained?

*(Bagaimana nilai pelajaran bahasa inggris kalian dikelas? Dan Apakah kalian merasa puas dengan nilai pelajaran Bahasa inggris yang sudah kalian peroleh tersebut?)*

S : The score that we got alhamdulillah was pretty good and satisfying as we expected

*(Nilai yang kami peroleh alhamdulillah cukup bagus dan memuaskan sesuai dengan yang kami harapkan.)*

I : How is the learning process that you've experienced during this semester class?

*(Bagaimana proses pembelajaran yang kamu alami selama ini dikelas.)*

S : Usually the teacher just deliver the material and then we are given the task to be done individually and in groups.

*(Biasanya guru hanya menyampaikan materi dan selanjutnya kami diberi tugas untuk dikerjakan secara individu dan kelompok.)*

I : How the learning methods and media that have been used by the teacher in the classroom

*(Bagaimana metode dan media pembelajaran yang selama ini digunakan oleh guru dikelas?)*

S : Usually teacher only delivers the material directly, both oral and in writing in front of the class using textbook in the school library.

*(Biasanya guru hanya menyampaikan materi secara langsung, baik secara lisan maupun tulis didepan kelas dengan menggunakan buku cetak terdapat dipergustakaan sekolah.)*

I : Did the teacher ever changed the learning method that have used during this semester in class?

*(Apakah guru pernah mengubah metode pembelajaran yang telah digunakan selama semester ini di kelas?)*

S : No, teacher rarely uses various methods in providing material, he only uses the same method in each meeting.

*(Tidak, guru jarang menggunakan berbagai metode dalam memberikan materi, ia hanya menggunakan metode yang sama dalam setiap pertemuan)*

I : what are the materials that have been delivered by him during this semester in the class?

*(Apa sajakah materi yang sudah disampaikan oleh beliau selama semester ini dikelas?)*

S : He had delivered a lot of material in class, and for now we are studying listening introducing personal and group identity.

*(Beliau sudah banyak menyampaikan materi di kelas, dan untuk saat ini kami sedang mempelajari listening memperkenalkan jati diri secara personal dan berkelompok.)*

I : Are you feel excited when learning English on that material?

*(Apakah kalian merasa bersemangat ketika mengikuti proses pembelajaran Bahasa Inggris di materi tersebut?)*

S : Yes, we were very excited when learning about the description and introducing ourselves.

*(Ya, kami sangat bersemangat mengikuti proses pembelajaran tentang deskripsi diri.)*

I : Can you understand the material that has taught by teacher in class during this semester?

*(Dapatkah kalian memahami materi yang telah diajarkan oleh guru di kelas selama semester ini?)*

S : Alhamdulillah, we are quite understand of the material that have been taught by him during this semester

*(Alhamdulillah, kami cukup memahami materi yang telah diajarkannya selama semester ini.)*

I : What do you know about self-description?

*(Apa saja yang kalian ketahui tentang deskripsi diri?)*

S : We think that self-description is a way of explaining our identity to others

*(Menurut kami deskripsi diri adalah menjelaskan identitas diri kita kepada orang lain)*

I : Can you do the task was given by the teacher about that material?

*(Bisakah kalian mengerjakan tugas yang diberikan oleh guru tentang materi tersebut?)*

S : Alhamdulillah, we can do the assignments that given by him

*(Alhamdulillah, kami bisa mengerjakan tugas yang diberikan oleh beliau.)*

I : Whether the description self that have you learned during this semester giving influence to your everyday life?

*(Apakah materi deskripsi diri yang sudah kalian pelajari selama semester ini berkaitan dengan kehidupan sehari-hari mu?)*

S : Yes, it was very influential for us. Because it can make we easier to introducing ourselves to the others.

*(Iya, itu sangat berpengaruh bagi kami. Karena bias memepremudah kami dalam memeperkenalkan diri kepada orang lain.)*

I : What are your expectations for the process of learning English in the next semester?

*(Apa harapan mu untuk proses pembelajaran bahasa inggris di semester depan?)*

S : More often held games so that the learning process is not boring, and more often provide examples of material that has been taught so that we can understand the material that has been taught as quickly

*(Lebih sering mengadakan game agar proses pembelajaran tidak membosakan, serta memperbanyak contohg dari materi yang sudah diajarkan agar kami lebih cepat memahami materi yang diajarkan)*

## Transkrip Interview Siswa 2

**I : Interviewer**

**S : The Student**

I : Who are the name of you both?

*(Siapakah nama kalian berdua?)*

S : My name is M. Irfai and I am Afit Hidayat

*(Nama saya M. Rifai dan saya Afit Hidayat)*

I : Which class are you from?

*(Dari kelas mana kalian berasal?)*

S : We are from 7A

*(kami berasal dari kelas 7A)*

I : Are you like English lessons?

*(Apakah kalian menyukai pelajaran Bahasa Inggris?)*

S : No, we don't really like English lessons

*(Tidak, kami kurang menyukai pelajaran bahasa inggris.)*

I : What is the score of your English lessons in class? And are you satisfied with the score of the English language lessons that you have obtained?

*(Bagaimana nilai pelajaran bahasa inggris kalian dikelas? Dan Apakah kalian merasa puas dengan nilai pelajaran Bahasa inggris yang sudah kalian peroleh tersebut?)*

S : The score that we get is not very good and we feel satisfied with it.

*(Nilai yang kami peroleh tidak terlalu bagus dan kami merasa puas dengan nilai tersebut.)*

I : How is the learning process that you've experienced during this semester class?

*(Bagaimana proses pembelajaran yang kamu alami selama ini dikelas)*

S : Usually the teacher just deliver the material and then we are given the task to be done individually and groups.

*(Biasanya guru hanya menyampaikan materi dan selanjutnya kami diberi tugas untuk dikerjakan secara individu dan kelompok.)*

I : How the learning methods and media that have been used by the teacher in the classroom

*(Bagaimana metode dan media pembelajaran yang selama ini digunakan oleh guru dikelas?)*

S : Usually teacher only delivers the material directly, both oral and in writing in front of the class using textbook in the school library.

*(Biasanya guru hanya menyampaikan materi secara langsung, baik secara lisan maupun tulis didepan kelas dengan menggunakan buku cetak terdapat di perpustakaan sekolah.)*

I : Did the teacher ever changed the learning method that have used during this semester in class?

*(Apakah guru pernah mengubah metode pembelajaran yang telah digunakan selama semester ini di kelas?)*

S : No, the teacher rarely uses various methods in providing material, he only uses the same method in each meeting.

*(Tidak, guru jarang menggunakan berbagai metode dalam memberikan materi, ia hanya menggunakan metode yang sama dalam setiap pertemuan)*

I : What kind of materials that have been studied during this semester in the class?

*(Materi apa saja yang sudah dipelajari selama ini dikelas?)*

S : He had present a lot of material in this semester, and for now we are studying listening to introduce personal and group identity and conversations related with it.

*(Beliau sudah banyak menyampaikan materi di semester ini, dan untuk saat ini kami sedang mempelajari listening memperkenalkan jati diri secara personal dan berkelompok serta percakapan yang terkait didalamnya.)*

I : Are you feel excited when learning English on that material?

*(Apakah kalian merasa bersemangat ketika mengikuti proses pembelajaran Bahasa Inggris materi tersebut?)*

- S : No, we are not too enthusiastic about following the learning process about the self-description which explained by him.  
(*Tidak, kami tidak terlalu antusias mengikuti proses pembelajaran tentang deskripsi diri yang dijelaskan oleh beliau.*)
- I : Can you understand the material that has taught by teacher in class during this semester?  
(*Dapatkah kalian memahami materi yang telah diajarkan oleh guru di kelas selama semester ini?*)
- S : No. We fell difficult to understand the learning material which is explained by him.  
(*Tidak. Kami merasa sulit untuk memahami materi pembelajaran yang dijelaskan oleh beliau.*)
- I : What do you know about self-description?  
(*Apa saja yang kalian ketahui tentang deskripsi diri?*)
- S : We think that self-description is a way of explaining our identity to others  
(*Menurut kami deskripsi diri adalah menjelaskan identitas diri kita kepada orang lain*)
- I : Can you do the task was given by the teacher about that material?  
(*Apakah kamu dapat mengerjakan tugas yang diberikan oleh guru tentang materi tersebut?*)
- S : No, we not able to doing the tasks that given by him fluently.  
(*Tidak, kami belum bisa mengerjakan tugas yang diberikan oleh beliau dengan baik.*)
- I : Whether the description self that you have learned during this semester giving influence to your everyday life?  
(*Apakah materi deskripsi diri yang telah kalian pelajari selama semester ini memberikan pengaruh kepada kehidupan sehari-hari kalian?*)
- S : we don't know, maybe it could be useful for us to introduce ourselves to others.  
(*Kami tidak tahu, mungkin bisa jadi itu bermanfaat bagi kami dalam memperkenalkan diri kepada orang lain.*)

I : What are your expectations for the process of learning English in the next semester

*(Apa harapan mu untuk proses pembelajaran bahasa inggris di semester depan?)*

S : More often held some games and use various methods so that the learning process is not bored, and more often practice the examples of the material that have been taught to us so we can more easily to understand the material being taught.

*(Lebih sering diadakan beberapa permainan dan menggunakan berbagai metode agar proses belajar tidak bosan, dan lebih sering mempraktikkan contoh materi yang telah diajarkan kepada kita sehingga kita dapat lebih mudah memahami materi yang diajarkan.)*



#### Appendix 4 : Readability of the Test

##### READABILITY OF THE WRITING TEST

**Name :**

**Class :**

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1-10)	Comment
1	Apakah anda paham dengan petunjuk (instruction) no 1?				
2	Apakah anda paham dengan petunjuk (instruction) no 2?				
3	Apakah anda paham dengan petunjuk (instruction) no 3?				
4	Apakah anda paham dengan perintah (direction) no 1 ?				
5	Apakah anda paham dengan perintah (direction) no 2 ?				
6	Apakah anda paham dengan perintah (direction) no 3 ?				
7	Apakah anda paham dengan perintah (direction) no 4 ?				

**\* Skala 1 mengidentifikasi bahwa soal dapat dengan mudah dimengerti dan skala 10 mengidentifikasi bahwa soal sulit untuk dimengerti.**

## Appendix 5 : Result of Readability of the Test

## The Result of Readability Test

**Class : VII C**

No	Name	Questions and Scale							Total	Mean
		1	2	3	4	5	6	7		
1	Anggun Khorifatun Hasanah	1	1	2	3	1	1	1	10	1.42
2	Cistya Sifa	4	1	3	3	2	1	2	16	2.28
3	Desta Mara	2	1	7	3	1	2	1	17	2.42
4	Elsa Nabila	1	1	4	8	8	1	1	24	3.42
5	Farida Rohmah Almatin	2	2	1	1	2	2	2	12	1.71
6	Firda Kurnia	1	1	2	1	1	5	1	14	2.00
7	Herna Dwi Resdianti	1	2	7	1	2	2	1	16	2.28
8	Hikma Yasinta	1	2	7	1	1	1	1	14	2.00
9	Inabatul Ulya	1	2	6	1	1	7	1	19	2.71
10	Lilis Napsiah	1	1	5	1	1	1	1	11	1.57
11	Lutfiah Marwah Hamidah	1	2	5	4	4	4	2	22	3.14
12	Mar'Atusoliha	1	3	1	5	3	4	1	18	2.57
13	Nazarini Safitri	2	2	1	1	1	2	2	11	1.57
14	Nazwa Aprilia Attakhiro	5	1	2	4	3	1	1	17	2.42
15	Ninda Yulia Putri	1	3	5	2	3	4	1	19	2.71
16	Novi Rastia Wandani	1	1	2	3	2	1	1	11	1.57
17	Noviah Safitri	1	1	1	2	1	2	1	9	1.28
18	Nur Athalia Azizah	3	4	3	2	2	1	1	10	1.42
19	Nurul Asriyatin	1	1	5	4	5	4	1	21	3.00
20	Putri Ayu Azahra Wardah	6	5	1	4	4	1	4	25	3.57
21	Putri Inayatul Lailiyah	1	2	3	4	1	6	7	24	3.42
22	Ratnasari	1	1	1	8	8	1	1	21	3.00
23	Resti Alyatus Zair	1	1	2	8	8	2	1	23	3.28
24	Risqika Fatma Aulia	1	3	6	5	4	5	2	26	3.71
25	Rizka Fitriana	2	3	3	4	5	1	4	22	3.14
26	Rizki Fitriani	1	1	2	1	1	1	1	8	1.14
27	Saidatun Nafiah	1	3	6	5	4	4	2	25	3.57
28	Sazkya Iwel Astrid	2	2	2	1	1	1	8	17	2.42
29	Sefi Annisa Roudotul Jannah	2	3	2	1	2	2	3	15	2.14
30	Shofiya Mumtaz	1	1	1	5	3	1	1	13	1.85
31	Siti Fadilah Fialdi	1	1	1	2	2	1	1	9	1.28
32	Uswatun Wahidah	2	4	2	2	4	2	4	20	2.86
33	Vibri Agustini	1	1	1	2	1	1	1	8	1.14
<b>Total Mean</b>										<b>73.33</b>
<b>Mean</b>										<b>2.234</b>
<b>Conclution : The instrument is readable because the mean of the items of writing test is 2,23 (lower than4,43)</b>										

## Appendix 6 The Reliability for Pre & Post-Test

### The Reliability for Pre-Test Based On Two Raters

Criteria	Score		Rank		D(R1-R2)	D <sup>2</sup>
	R1	R2	R1	R2		
<b>Content</b>	1176	1078	4	4	0	0
<b>Organization</b>	1194	1091	2	3	-1	1
<b>Vocabulary</b>	1193	1111	3	2	1	1
<b>Language</b>	1665	1565	1	1	0	0
<b>Mechanics</b>	612	555	5	5	0	0
<b>Total</b>						2

$$P = \frac{6 \sum D^2}{1 - N (N^2 - 1)}$$

$$P = \frac{6 \cdot 2}{1 - 77 (77^2 - 1)}$$

$$P = \frac{12}{1 - 456456}$$

$$P = 1 - 0.000026$$

$$P = 0.9999737$$

The result reliability of the posttest was 0.9999737 and the criteria of reliability were very high.

### The Reliability for Post-Test Based On Two Raters

Criteria	Score		Rank		D(R1-R2)	D <sup>2</sup>
	R1	R2	R1	R2		
<b>Content</b>	1176	1078	4	4	0	0
<b>Organization</b>	1194	1091	2	3	-1	1
<b>Vocabulary</b>	1193	1111	3	2	1	1
<b>Language</b>	1665	1565	1	1	0	0
<b>Mechanics</b>	612	555	5	5	0	0
<b>Total</b>						2

$$P = \frac{16 \sum D^2}{1 - N (N^2 - 1)}$$

$$P = \frac{62}{1 - 77 (77 - 1)}$$

$$P = \frac{12}{1 - 456456}$$

$$P = 1 - 0.0000263$$

$$P = 0.9999737$$

The result reliability of the pretest was 0.9999737 and the criteria of reliability were very high.

## Appendix 7 : Instrument Pre-Test

### PRE-TEST

#### Experimental Class

Subject	: English
Skill & Subject Matter	: Writing Descriptive Text
Class / Semester	: VII /I
Time Allocation	: 45 minutes

#### Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately and work Individually.
3. Write the sentence according to the number of words requested (50-100 words), because if there is an excess of words it is not counted as the result of your writing.

#### Direction:

1. Make a descriptive text that consists of the identification and description of the object that have been choosen.
2. Write the text by carefully and pay attention to the mechanism of descriptive text.
3. Write your text about  $\pm$  50 – 100 words.
4. Write your text by choosing the one topic are given below :
  - My Favourite Idol
  - This About Myself
  - My Favorite Tourism Place
  - My Islamic Boarding School

## Appendix 8 : Instrument Post-Test

### POST-TEST

#### Experimental Class

Subject	: English
Skill & Subject Matter	: Writing Descriptive Text
Class / Semester	: VII /I
Time Allocation	: 45 minutes

#### Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately and work Individually.
3. Write the sentence according to the number of words requested (50-100 words), because if there is an excess of words it is not counted as the result of your writing.

#### Direction:

1. Make a descriptive text that consists of the identification and description of the object that have been choosen.
2. Write the text by carefully and pay attention to the mechanism of descriptive text.
3. Write your text about  $\pm$  50 – 100 words.
4. Write your text by choosing the one topic are given below :
  - My Home
  - My Beloved Family
  - My School
  - My Bestfriend

## Appendix 9 : The Result of Pre-Test and Post Test

### Score Pre Test and Post Test of Writing Descriptive Text of Students in Experiment Class at Mts Ma'arif 20 Kalidadi Kalirejo Central Lampung

#### Class : VII D

NO	Nama	Pre Test	Post Test
1	Andini	69	71.5
2	Anisatul Umniah	50	74.5
3	Aulia Rahmah	71.5	86
4	Aulia Zahrotul Janah	71	74
5	Dara Aulia'ul Azizah	76.5	82
6	Devika Wahyuni	65.5	73.5
7	Evy Nur Viana	63.5	76
8	Fatimah Az-Zahra	67	73
9	Isna Ul Jannah	66	75
10	Khusnul Ayu Pramudita	52	57.5
11	Kiki Fatma Sari	75	83
12	Linda Septiani	66	67
13	Luly Seviani	61	70
14	Marliana Sekar Ayu	77.5	83
15	Melia Eka Wati	64	67.5
16	Nadifatul Wali Diah	62.5	64
17	Nazli Kamalia	69.5	71
18	Nita Lestari	69	76
19	Nur Laila Afifah	76	84
20	Nurul Azizah	50	56.5
21	Nurul Khayati	70	74.5
22	Ni'matul Khoiriyah	56	54
23	Naili Anjar Wati	74	77
24	Putri Mu Alifah	72	70
25	Salamah	62.5	71
26	Rifka Dwi Arnita	72.5	81.5
27	Sofi Ngainul Mardiyah	54	72
28	Surya Ningsih	66	70.5
29	Ulfi Ramadani	73.5	80
30	Umi Naela Azizah	74	77.5
31	Verlita Rahma Sari	51	59
32	Vina Fuziah	65.5	70.5
33	Yunsa Mike Amalia	72	79.5
34	Silvi Alia Sari	69.5	74
<b>Total Score</b>		<b>2255</b>	<b>2476</b>
<b>Highest Score</b>		<b>77.5</b>	<b>86</b>
<b>Mean</b>		<b>66.32</b>	<b>72.82</b>
<b>Lowest Score</b>		<b>50</b>	<b>54</b>

**Score Pre Test of Writing Descriptive Text of Students  
in Experiment Class at Mts Ma'arif 20 Kalidadi Kalirejo  
Central Lampung**

**Class : VII D**

No	Nama	Pre Test		
		K1	K2	Average
1	Andini	68	70	69
2	Anisatul Umniah	50	50	50
3	Aulia Rahmah	72	71	71.5
4	Aulia Zahrotul Janah	72	70	71
5	Dara Aulia'ul Azizah	77	76	76.5
6	Devika Wahyuni	66	65	65.5
7	Evy Nur Viana	65	62	63.5
8	Fatimah Az-Zahra	66	68	67
9	Isna Ul Jannah	67	65	66
10	Khusnul Ayu Pramudita	53	51	52
11	Kiki Fatma Sari	76	74	75
12	Linda Septiani	65	67	66
13	Luly Seviani	62	60	61
14	Marliana Sekar Ayu	78	77	77.5
15	Melia Eka Wati	65	63	64
16	Nadifatul Wali Diah	62	63	62.5
17	Nazli Kamalia	69	70	69.5
18	Nita Lestari	68	70	69
19	Nur Laila Afifah	75	77	76
20	Nurul Azizah	50	50	50
21	Nurul Khayati	70	70	70
22	Ni'matul Khoiriyah	57	55	56
23	Naili Anjar Wati	73	75	74
24	Putri Mu Alifah	72	72	72
25	Salamah	63	62	62.5
26	Rifka Dwi Arnita	71	74	72.5
27	Sofi Ngainul Mardiyah	53	55	54
28	Surya Ningsih	67	65	66
29	Ulfi Ramadani	72	75	73.5
30	Umi Naela Azizah	75	73	74
31	Verlita Rahma Sari	52	50	51
32	Vina Fuziah	66	65	65.5
33	Yunsa Mike Amalia	70	74	72
34	Silvi Alia Sari	69	70	69.5
<b>Total Score</b>		<b>2256</b>	<b>2254</b>	<b>2255</b>
<b>Highest Score</b>		<b>78</b>	<b>77</b>	<b>77.5</b>
<b>Mean</b>		<b>66.35</b>	<b>66.29</b>	<b>66.32</b>
<b>Lowest Score</b>		<b>50</b>	<b>50</b>	<b>50</b>



Signed by:  
Researcher

Kalidadi.  
English Teachers

2019

Rofingudin Arrosyid  
NPM 1411040342

Saihudin S.Pd  
NIP

Headmaster of Mts 20Kalidadi  
Kalirejo Central Lmpung

ISMA'IL SP.d.I  
NIP

**Score Post Test of Writing Descriptive Text of Students  
in Experiment Class at Mts Ma'arif 20 Kalidadi Kalirejo  
Central Lampung**

**Class : VII D**

No	Nama	Post Test		
		K1	K2	Average
1	Andini	70	73	71.5
2	Anisatul Umniah	74	75	74.5
3	Aulia Rahmah	85	87	86
4	Aulia Zahrotul Janah	74	74	74
5	Dara Aulia'ul Azizah	84	80	82
6	Devika Wahyuni	72	75	73.5
7	Evy Nur Viana	75	77	76
8	Fatimah Az-Zahra	73	73	73
9	Isna Ul Jannah	75	75	75
10	Khusnul Ayu Pramudita	57	58	57.5
11	Kiki Fatma Sari	83	83	83
12	Linda Septiani	67	67	67
13	Luly Seviani	70	70	70
14	Marliana Sekar Ayu	84	82	83
15	Melia Eka Wati	66	69	67.5
16	Nadifatul Wali Diah	63	65	64
17	Nazli Kamalia	70	72	71
18	Nita Lestari	75	77	76
19	Nur Laila Afifah	85	83	84
20	Nurul Azizah	55	58	56.5
21	Nurul Khayati	74	75	74.5
22	Ni'matul Khoiriyah	55	53	54
23	Naili Anjar Wati	77	77	77
24	Putri Mu Alifah	70	70	70
25	Salamah	72	70	71
26	Rifka Dwi Arnita	80	83	81.5
27	Sofi Ngainul Mardiyah	71	73	72
28	Surya Ningsih	71	70	70.5
29	Ulfi Ramadani	80	80	80
30	Umi Naela Azizah	79	76	77.5
31	Verlita Rahma Sari	58	60	59
32	Vina Fuziah	71	70	70.5
33	Yunsa Mike Amalia	84	75	79.5
34	Silvi Alia Sari	74	74	74
<b>Total Score</b>		<b>2473</b>	<b>2479</b>	<b>2476</b>
<b>Highest Score</b>		<b>85</b>	<b>87</b>	<b>86</b>
<b>Mean</b>		<b>72.74</b>	<b>72.91</b>	<b>72.82</b>
<b>Lowest Score</b>		<b>55</b>	<b>53</b>	<b>54</b>

Signed by:  
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2019

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## Appendix 10 : Analysis Result of Pre-Test and Post Test

### Case Processing Summary

	Test	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil	Pre Test	34	100.0%	0	0.0%	34	100.0%
	Post Test	34	100.0%	0	0.0%	34	100.0%

### Descriptives

	Test		Statistic	Std. Error
Hasil	Pre Test	Mean	66.3235	1.35842
		95% Confidence Interval for Mean	Lower Bound	63.5598
			Upper Bound	69.0873
		5% Trimmed Mean	66.6324	
		Median	68.0000	
		Variance	62.741	
		Std. Deviation	7.92090	
		Minimum	50.00	
		Maximum	77.50	
		Range	27.50	
		Interquartile Range	9.63	
		Skewness	-.792	.403
		Kurtosis	-.241	.788
	Post Test	Mean	92.5294	19.81765
		95% Confidence Interval for Mean	Lower Bound	52.2101
			Upper Bound	132.8487
		5% Trimmed Mean	73.4395	
		Median	73.7500	
		Variance	3353.135	
		Std. Deviation	15.55577	
		Minimum	54.00	
		Maximum	745.00	
		Range	691.00	
		Interquartile Range	8.38	
		Skewness	5.788	.403
		Kurtosis	33.658	.788

## Tests of Normality

	Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil	Pre Test	.135	34	.120	.914	34	.011
	Post Test	.155	34	.039	.946	34	.093

a. Lilliefors Significance Correction

## Test of Homogeneity of Variances

Hasil			
Levene Statistic	df1	df2	Sig.
.074	1	66	.787

## Paired Samples T-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Test - Hasil	68.06	8.303	1.006	66.05	70.07	67.59	67	.000

## Appendix 11 : Syllabus

### SILABUS SATUAN PENDIDIKAN

Sekolah : MTs Ma'arif 20 kalidadi kalirejo  
 Kelas : VII (Tujuh)  
 Alokasi Waktu : 12 Jam Pelajaran (6 Pertemuan)  
 Chapter : I

#### KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak  
 (menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian
3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa,	<ul style="list-style-type: none"> <li>• Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain.</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting</li> </ul>	<ul style="list-style-type: none"> <li>- Sikap social dan spiritual : observasi</li> <li>- Pengetahuan: Tulis PG</li> <li>- Keterampilan:</li> </ul>

<p>berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks</p>	<p>dugaan)</p> <ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya</li> <li>- Memaparkan jati dirinya yang sebenarnya</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p>Praktik</p>
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### SILABUS SATUAN PENDIDIKAN

Sekolah : MTs Ma'arif 20 kalidadi kalirejo  
 Kelas : VII (Tujuh)  
 Alokasi Waktu : 20 Jam Pelajaran (10 Pertemuan)  
 Chapter : 2

#### KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian
3.2 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks	<ul style="list-style-type: none"> <li>• Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain.</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting</li> <li>- Menanyakan hal-hal yang</li> </ul>	<ul style="list-style-type: none"> <li>- Sikap social dan spiritual : observasi</li> <li>- Pengetahuan: Tulis PG</li> <li>- Keterampilan: Praktik</li> </ul>



<p>penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>tidak diketahui atau yang berbeda</p> <ul style="list-style-type: none"> <li>- Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya</li> <li>- Memaparkan jati dirinya yang sebenarnya</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	
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### SILABUS SATUAN PENDIDIKAN

Sekolah : MTs Ma'arif 20 kalidadi kalirejo  
 Kelas : VII (Tujuh)  
 Alokasi Waktu : 24 Jam Pelajaran (12 Pertemuan)  
 Chapter : 3

#### KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian
3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait hari, bulan, nama</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> </ul>	<ul style="list-style-type: none"> <li>- Sikap social dan spiritual : observasi</li> <li>- Pengetahuan: Tulis PG</li> <li>- Keterampilan: Praktik</li> </ul>

<p>waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <ul style="list-style-type: none"> <li>- Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>)</li> <li>- Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i>)</li> <li>- Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i></li> <li>- Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i></li> <li>- Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i></li> <li>- Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu.</li> <li>- Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/ kegiatan</li> <li>- Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar</li> <li>- Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	
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### SILABUS SATUAN PENDIDIKAN

Sekolah : MTs Ma'arif 20 kalidadi kalirejo  
 Kelas : VII (Tujuh)  
 Alokasi Waktu : 20 Jam Pelajaran (10 Pertemuan)  
 Chapter : 4

#### KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian
3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda,	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>- Menyimak dan menirukan</li> </ul>	<ul style="list-style-type: none"> <li>- Sikap social dan spiritual :</li> <li>- observasi</li> <li>- Pengetahuan: Tulis PG</li> <li>- Keterampilan: Praktik</li> </ul>

<p>dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dugaan)</p> <ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik</li> <li>- Penyebutan benda dengan <i>a, the</i>, bentuk jamak (<i>-s</i>)</li> <li>- Penggunaan kata penunjuk <i>this, that, these, those ...</i></li> <li>- Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah</li> <li>- Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang</li> <li>- Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	
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### SILABUS SATUAN PENDIDIKAN

Sekolah : MTs Ma'arif 20 kalidadi kalirejo  
 Kelas : VII (Tujuh)  
 Alokasi Waktu : 20 Jam Pelajaran (10 Pertemuan)  
 Chapter : 5

#### KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian
3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang,	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</li> <li>• Struktur teks</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa teks</li> </ul>	<ul style="list-style-type: none"> <li>- Sikap social dan spiritual : observasi</li> <li>- Pengetahuan: Tulis PG</li> <li>- Keterampilan: Praktik</li> </ul>

<p>benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang</li> <li>- Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik               <p>Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<p>pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah</li> <li>- Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya</li> <li>- Bertanya jawab tentang sifat orang, benda, binatang terkenal</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	
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### SILABUS SATUAN PENDIDIKAN

Sekolah : MTs Ma'arif 20 kalidadi kalirejo  
 Kelas : VII (Tujuh)  
 Alokasi Waktu : 20 Jam Pelajaran (10 Pertemuan)  
 Chapter : 6

#### KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak  
(menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian
3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-</li> </ul>	<ul style="list-style-type: none"> <li>- Sikap social dan spiritual : observasi</li> <li>- Pengetahuan: Tulis PG</li> <li>- Keterampilan: Praktik</li> </ul>



<p>laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)</p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks</p>	<p>dugaan)</p> <ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda</li> <li>- Kalimat deklaratif (positif dan negatif) dalam simple present tense</li> <li>- Kalimat interogatif: <i>Yes/No question; Wh-question</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkanperilaku yang termuat di KI</p> </li> </ul>	<p>kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar</li> <li>- Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal</li> <li>- Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	
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### SILABUS SATUAN PENDIDIKAN

Sekolah : MTs Ma'arif 20 kalidadi kalirejo  
 Kelas : VII (Tujuh)  
 Alokasi Waktu : 28 Jam Pelajaran (14 Pertemuan)  
 Chapter : 7

#### KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanny
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak  
(menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian
3.7. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik</li> <li>• Struktur teks Dapat mencakup:               <ul style="list-style-type: none"> <li>- identifikasi (nama keseluruhan dan bagian)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapateks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik</li> <li>- Bertanya tentang informasi yang terkait di dalam teks</li> </ul>	<ul style="list-style-type: none"> <li>- Sikap social dan spiritual : observasi</li> <li>- Pengetahuan: Tulis PG</li> <li>- Keterampilan: Praktik</li> </ul>

<p>4.7.Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2.menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- sifat yang menjadi pencirinya</li> <li>- fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</li> <li>• Unsur kebahasaan             <ul style="list-style-type: none"> <li>- Kalimat deklaratif (positif dan negatif), dan interogatif (<i>Yes/No question; Wh-question</i>), dalam <i>simple present tense</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik             <p>Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</p> </li> </ul>	<p>tersebut.</p> <ul style="list-style-type: none"> <li>- Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</li> <li>- Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/mempromosikan</li> <li>- Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	
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### SILABUS SATUAN PENDIDIKAN

Sekolah : MTs Ma'arif 20 kalidadi kalirejo  
 Kelas : VII (Tujuh)  
 Alokasi Waktu : 4 Jam Pelajaran (2 Pertemuan)  
 Chapter : 8

#### KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian
3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak menggunakan kalimat pasif</li> <li>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil dari</li> </ul>	<ul style="list-style-type: none"> <li>- Sikap social dan spiritual : observasi</li> <li>- Pengetahuan: Tulis PG</li> <li>- Keterampilan: Praktik</li> </ul>

<p>penggunaannya. (perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.8 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. (perhatikan unsur kebahasaan <i>passive voice</i>)</p>	<ul style="list-style-type: none"> <li>- Kalimat <i>deklaratif</i> dan <i>interogatif</i> dalam <i>passive voice</i></li> <li>- Preposisi</li> <li>- <i>Nomina singular</i> dan <i>plural</i> dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Hasil kerajinan, makanan, dsb. yang sangat dikenal yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>teks dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>- Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	
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## Appendix 12 : Lesson Plan Experimental Class (1)

### LESSON PLAN

**Name of School** : MTs Ma'arif 20 Kalidadi Kalirejo  
**Class / Semester** : VII.D (Experiment) / II  
**Subject** : English  
**Topic** : This is my world  
**Time Allocation** : 2 Hours of learning (2x40 minutes)

#### A. Core Competencies:

KI-1: Appreciate and appreciate the religious rules he believes in

KI-2: Respect and live honest, disciplined, responsible, caring (tolerance, mutual cooperation), polite, confident behavior, in interacting effectively with the social and natural environment within the range of their relationships and existence.

KI-3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and visible events.

KI-4: Processing, presenting, and reasoning in the concrete domain (using, decomposing, assembling, modify, and create) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

#### B. Basic Competence

4.7. Descriptive Text

4.7.1 Obtain contextual meaning which related to social functions, text structure, and linguistic elements of oral and descriptive text, very short and simple, related to person, animals and thing/places.

4.7.2 Composing short and simple oral and descriptive texts, which relate to people, animals and objects, and pay attention to social functions, generic structures, and linguistic feature correctly and according to the topic of discussion.

#### C. Indicator of Competency Achievement

- Identifying social functions of descriptive text of someone and place that exist in the student environment
- Identifying generic structure descriptive text of someone and place that exist in the student environment
- Identifying linguistic elements of descriptive text of someone and place that exist in the student environment

- Identifying communicating purpose of descriptive text of someone and place that exist in the student environment
- Identifying physical appearance and behaviour of someone and place that exist in the student environment in descriptive text

#### **D. Learning Objectives**

- Students can identify social functions from descriptive texts about a person and place in the student environment.
- Students can identify the general structure of descriptive texts about a person and place in the student environment.
- Students can identify the linguistic elements of a person's descriptive text and the place in the student environment.
- Students can identify the purpose of communicating someone's descriptive text and the place in the student environment.

#### **E. Learning Material**

- Social function  
Describe, introduce, praise, identify, criticize
- Text structure  
includes:
  - identification (overall name and parts)
  - certain traits that characterize it
  - functions, behaviors, benefits, actions, habits that characterize people, animals, or objects discussed in the student environment
- Linguistic elements
  - Declarative sentences (positive and negative), and interrogative (Yes / No question; Wh-question), in the form of simple present tense
  - Singular and plural nouns with or without a, the, this, those, my, their, etc.
  - Speech, word pressure, intonation, spelling, punctuation and handwriting
- Topics  
People, animals, objects, which are found in homes, schools, and the environment around students, including public buildings that can foster behavior written in KI

### F. Learning steps

Activity	Description of Activities		Time Allocation
Introduction	Teacher	Students	10 minutes
	<ul style="list-style-type: none"> <li>▪ Teacher giving greeting and preparing the psychological and physical students to do the learning process and beginning with prayer.</li> <li>▪ Teacher asking students condition and checking their presence.</li> <li>▪ Teacher giving learning motivation contextually according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international to the student</li> <li>▪ Teacher explain about the relationship between the material that has been learned at the previous meeting with the material that will be learned on that day.</li> <li>▪ Teacher giving an explanation of the learning objectives or basic competencies to be achieved</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are given greetings and are prepared psychologically and physically to attend the learning process beginning with prayer.</li> <li>▪ Students are asked about their condition and check their presence before starting the learning process.</li> <li>▪ Students are given the motivation to learn contextually according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international.</li> <li>▪ Students are explained the connection between the material that has been learned at the previous meeting and the material to be studied today.</li> <li>▪ Students are given an explanation of learning objectives or basic competencies that will be achieved</li> </ul>	



Core	<ul style="list-style-type: none"> <li>▪ Observing           <ul style="list-style-type: none"> <li>→ Teacher showing the sample of descriptive text to the student</li> <li>→ Teacher giving opportunities to students to observe the example of descriptive text that have been showed</li> <li>→ Teacher read descriptive texts together with the students.</li> </ul> </li> <li>▪ Asking           <ul style="list-style-type: none"> <li>→ Teacher giving opportunities to students to ask about information from the text that have been showed by teacher.</li> </ul> </li> <li>▪ Exploring           <ul style="list-style-type: none"> <li>→ Teacher giving questions that direct them to learning material, namely the generic structure and linguistics element of descriptive text to the students</li> </ul> </li> <li>▪ Associating           <ul style="list-style-type: none"> <li>→ Teacher divide students into several group</li> <li>→ Teacher call students to take a text and discuss it with their group</li> <li>→ Teacher ask students to analyze the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Observing           <ul style="list-style-type: none"> <li>→ Students are shown the examples of descriptive text by the teacher</li> <li>→ Students pay attention to examples of descriptive texts from the teacher.</li> <li>→ Students read descriptive texts together with the teacher.</li> </ul> </li> <li>▪ Asking           <ul style="list-style-type: none"> <li>→ Students are asked about the information from the text that have been showed by teacher</li> </ul> </li> <li>▪ Exploring           <ul style="list-style-type: none"> <li>→ Students are given questions that direct them to learning material, namely the generic structure and linguistics element of descriptive from the teacher.</li> </ul> </li> <li>▪ Associating           <ul style="list-style-type: none"> <li>→ Students are divided into several group by the teacher</li> <li>→ Students are called to come in front of the class to take someone's picture by the teacher.</li> <li>→ Students are asked to analyze the structure and linguistic elements of descriptive text.</li> <li>→ Students with their group try to analyze</li> </ul> </li> </ul>	65 minutes
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	<p>generic structure and linguistic elements of descriptive text with their team .</p> <p>→ Teacher giving opportunities to students to analyze the generic structure of descriptive text with their team..</p> <ul style="list-style-type: none"> <li>▪ Communicating           <ul style="list-style-type: none"> <li>→ Teacher call the students to describe the results of their group work in front of the class</li> <li>→ Teachers and Students correct the work of other groups and provide input on their writing.</li> <li>→ Teachers and students pay attention to the group which are presenting their work in front of the class</li> <li>→ Teachers and Students correct the other student's work and provide suggestions on the results of the writing he made.</li> <li>→ Teacher give feedback to students about the social functions and linguistic elements used in descriptivetexts.</li> </ul> </li> </ul>	<p>the generic structure of descriptive text provided by the teacher.</p> <ul style="list-style-type: none"> <li>▪ Communicating           <ul style="list-style-type: none"> <li>→ Students are called by the teacher to explain the results of their group work in front of the class.</li> <li>→ Students try to describe the results of their group work in front of the class.</li> <li>→ Students and teachers pay attention to the group that are presenting their work in front of the class</li> <li>→ Students and teachers correct the work of other groups and provide input on their writing.</li> <li>→ Students get feedback from teachers and friends about the social functions and linguistic elements used in descriptive texts.</li> </ul> </li> </ul>	
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Closing	<ul style="list-style-type: none"> <li>▪ Teacher asking how the students felt after doing the learning activities at this meeting.</li> <li>▪ Teacher asking about the conclusions of the material that has been learned today to the students</li> <li>▪ Teacher explain about the material that have been discussed at the next meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students were asked how they felt after doing the learning activities at this meeting by the teacher</li> <li>▪ Students are asked about the conclusions of the material that has been learned today by the teacher</li> <li>▪ Students are explained about the material to be discussed at the next meeting by the teacher.</li> </ul>	5 minutes
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### **G. Methods and Learning Model**

1. Teaching model: Contextual Teaching and Learning
2. Teaching method: Three phase technique, Cooperative Learning
3. Teaching approach : Scientific Approach

### **H. Learning Tools and Materials**

1. Related texts
2. Student worksheets

### **I. Assessment**

#### **1. Assessment techniques**

Attitude: Observation

- Knowledge: the use of a rubric to measure the achievement of social functions, completeness and rigidity of the text structure, and the accuracy of linguistic elements that appear in the learning process and results.
- Skills: Performance in the form of verbal communicative actions and written work
  - Practice reading aloud
  - Written assignments analyze descriptive texts that have been given by the teacher

## 2. Assessment Instrument

### Sample Questions

#### a. Read the text below carefully



#### Nisa Sabyan

Nobody ever thought that Khoirunnisa, or usually called as Nisa Sabyan would be one of the most popular Gambus music singers in Indonesia.

Khoirunnisa, or usually called Nisa Sabyan was born on May 23, 1999 in Lumajang, East Java. He is the main vocalist of Sabyan Voice, a gambus music group that came from Lumajang, East Java. He became Sabyan's voice vocalist and lead singer because of his fantastic voice and beautiful face. Nisa has white skin, he also have slanted and black eyes, she have sharp nose, thick eyebrows, sharp chin, round face and she always wear her veil and round glasses when appear on television.

Nisa and her Gambus team began their success by singing several religious songs such as sholawat and other middle eastern songs and after that they uploaded them to YouTube. Some of slamic songs such as Habib al-Qolbi, Deen Assalam, Ya maulana, Ya Rohman, Ya Ashiqol Mustofa, Atouna el tofoeli, etc. which were sung by him have been watched by more than a hundred million viewers on their YouTube channel. Nissa and the Gambus group now have millions of followers throughout the world. Sabyan Gambus has recently become the latest trend on YouTube. Although Nissa has been known by many people, but she is still humble and not arrogant. and this is one reason why people like it

**b. Answer this question correctly!**

- What kind of that text?
- What is the function of that text?
- Mention the generic structures and linguistic feature from that text?

**3. Rubric Assessment and Scoring Guides.****Rubric Assessment of Knowledge & Skills Writing (Practice / Performance / Project)**

Writing Ability	Score	Level	Indicator
<b>CONTENT</b>	27-30	Excellent	The learners really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The learner can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The learners less understand the content. Their writing is less complete and less detail.
	13-16	Poor	The learners do not understand to content of writing.
<b>ORGANIZATION</b>	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
	7-9	Poor	The sequence is not logic.
<b>VOCABULARY</b>	18-20	Excellent	The learners have many vocabularies. They use the words very effective and appropriately.
	14-17	High	The learners have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The learners have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The learners do not master the words and their writing like translation.

<b>GRAMMAR</b>	22-25	Excellent	The learners can master the grammar well.
	18-21	High	The learners uses and arranges the sentence simply.
	11-17	Fair	The learners are difficult in using and arranging the simple sentence.
	5-10	Poor	The learners do not master the grammatical in their writing.
<b>MECHANICS</b>	5	Excellent	The learners can master the mechanics in writing.
	4	High	The learners master the mechanics in writing.
	3	Fair	The learners less master the mechanics in writing and many mistakes.
	2	Poor	The learners do not master the mechanics in writing and their writing are difficult to be read.

**SCORE :**

Content \_\_\_\_ + Organization \_\_\_\_ + Vocab \_\_\_\_ + Grammar \_\_\_\_ +  
 Mechanics: \_\_\_\_ = Total: \_\_\_\_

Signed by:  
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 English Teachers

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## Explanation Of Material

### Descriptive Text

Descriptive text is a text which tends to specify the described object or a verbal picture of a person, place, thing or animal

The purpose of the descriptive text in this unit is to describe the things which someone's like.

These are general structures in descriptive text, there are:

#### 1. Identification

In this part introduces to the subject of the description

#### 2. Description

Gives details of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearances, ability, habit, daily live, etc.

#### 3. conclusion ( optional)

The following generic features of description will help students write a description, they are:

- a. Focus on specific participants.
- b. Use linking verb or "to be"
- c. Use of adjectives in describing the qualities.
- d. Use of verb "**Have got**"
- e. Frequent use of epithets and classifiers in nominal groups.
- f. Use of action verb related to the topic.
- g. Use of simple present tense.

This is the example of descriptive text.

### Taufik Hidayat



(Identification)

Taufik Hidayat is a famous player of badminton. He is one of younger badminton player who win internasional olympic in athena 2004. Taufik hidayat got many medals in some championship like djarum, internasiona olympic and the other.

(Description)

Taufik Hidayat was born in Bandung, 10<sup>th</sup> August 1981. Taufik Hidayat has a tall and fit body. He also has white skin, black hair and slanted eyes. There are many

teenagers like him because he is handsome and charming.

Taufik Hidayat married the daughter of Agung Gumelar, named Ani Gumelar. Taufik Hidayat and Ani have two children named Natarina Alika Hidayat and Nayutama Prawira Hidayat. (Conclution) Taufik Hidayat is the best athlete owned by Indonesia and father who is handsome and responsible for his family.



## Appendix 13 : Lesson Plan Experimental Class (2)

### LESSON PLAN

<b>Name of School</b>	<b>: MTs Ma'arif 20 Kalidadi Kalirejo</b>
<b>Class / Semester</b>	<b>: VII.H (Experiment) / II</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: This is my world</b>
<b>Time Allocation</b>	<b>: 2 Hours of learning (2x40 minutes)</b>

#### A. Core Competencies:

KI-1: Appreciate and appreciate the religious rules he believes in

KI-2: Respect and live honest, disciplined, responsible, caring (tolerance, mutual cooperation), polite, confident behavior, in interacting effectively with the social and natural environment within the range of their relationships and existence.

KI-3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and visible events.

KI-4: Processing, presenting, and reasoning in the concrete domain (using, decomposing, assembling, modify, and create) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

#### B. Basic Competence

4.7. Descriptive Text

4.7.1 Obtain contextual meaning which related to social functions, text structure, and linguistic elements of oral and descriptive text, very short and simple, related to person, animals and thing/places.

4.7.2 Composing short and simple oral and descriptive texts, which relate to people, animals and objects, and pay attention to social functions, generic structures, and linguistic feature correctly and according to the topic of discussion.

#### C. Indicator of Competency Achievement

- Identifying social functions of descriptive text of someone that exist in the student environment
- Identifying generic structure descriptive text of someone that exist in the student environment

- Identifying linguistic elements of descriptive text of someone that exist in the student environment
- Identifying communicating purpose of descriptive text of someone that exist in the student environment
- Identify physical characteristics and characters to describe someone that exist in the student environment.
- Mention physical characteristics and characters to describe someone in the student environment.
- Compile descriptive texts as oral and written to describe someone in the student environment.

#### **D. Learning Objectives**

- Students can identify social functions from descriptive texts about a person and place in the student environment.
- Students can identify the general structure of descriptive texts about a person and place in the student environment.
- Students can identify the linguistic elements of a person's descriptive text and the place in the student environment.
- Students can identify the purpose of communicating someone's descriptive text and the place in the student environment.
- Students can identify the physical appearance and behavior of a person in the student environment in descriptive text.
- Students can explain the physical appearance and behavior of someone in the descriptive text.
- Students can compile oral and written texts from descriptive texts about a person in the student environment

#### **E. Learning Material**

- Social function  
Describe, introduce, praise, identify, criticize
- Text structure  
includes:
  - identification (overall name and parts)
  - certain traits that characterize it
  - functions, behaviors, benefits, actions, habits that characterize people, animals, or objects discussed in the student environment
- Linguistic elements
  - Declarative sentences (positive and negative), and interrogative (Yes / No question; Wh-question), in the form of simple present tense

- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Speech, word pressure, intonation, spelling, punctuation and handwriting
- Topics
 

People, thing, place or objects which are found in homes, schools, and the environment around students, including public buildings that can foster behavior written in KI

#### F. Learning steps

Activity	Description of Activities		Time Allocation
Introduction	Teacher	Students	10 minutes
	<ul style="list-style-type: none"> <li>▪ Teacher giving greeting and preparing the psychological and physical students to do the learning process and beginning with prayer.</li> <li>▪ Teacher asking students condition and checking their presence.</li> <li>▪ Teacher giving learning motivation contextually according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international to the student</li> <li>▪ Teacher explain about the relationship between the material that has been learned at the previous meeting with the material that will be learned on that day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are given greetings and are prepared psychologically and physically to attend the learning process beginning with prayer by the teacher.</li> <li>▪ Students are asked about their condition and dicek their presence before starting the learning process by the teacher.</li> <li>▪ Students are given the motivation to learn contextually according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international by the teacher.</li> <li>▪ Students are explained the conection between the material that has been learned at the previous meeting and the material to be</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Teacher giving an explanation of the learning objectives or basic competencies to be achieved</li> </ul>	<p>studied today by the teacher .</p> <ul style="list-style-type: none"> <li>▪ Students are given an explanation of learning objectives or basic competencies that will be achieved by the teacher</li> </ul>	
Core	<ul style="list-style-type: none"> <li>• Observing               <ul style="list-style-type: none"> <li>→ Teacher shows a picture of someone to students.</li> <li>→ Teacher giving opportunities to students to observe the picture that have been showed.</li> <li>→ Teacher ask students to mention the information they got from the picture that has been shown before.</li> </ul> </li> <li>• asking               <ul style="list-style-type: none"> <li>→ Teacher gives the opportunity for students to ask questions related to the picture that has been shown by the teacher.</li> </ul> </li> <li>• Exploring               <ul style="list-style-type: none"> <li>→ Teacher explains how to make descriptive texts based on someone physical appearance to students.</li> <li>→ Teacher explains how to compile descriptive text from a someone physical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Observing               <ul style="list-style-type: none"> <li>→ Students are shown a picture about someone by the teacher</li> <li>→ Students observe the picture that given by the teacher.</li> <li>→ Students are asked to mention the information they get from picture that has been shown by the teacher.</li> </ul> </li> <li>• asking               <ul style="list-style-type: none"> <li>→ Students are given the opportunity to ask which related to picture that has been shown by the teacher.</li> </ul> </li> <li>• Exploring               <ul style="list-style-type: none"> <li>→ Students are explained about how to make descriptive texts from physical appearance of someone by the teacher.</li> <li>→ Students are explained about</li> </ul> </li> </ul>	65 minutes

	<p>appearance to students.</p> <p>→ Teacher asks students about their understanding of the material that have described before.</p> <ul style="list-style-type: none"> <li>• Associate           <ul style="list-style-type: none"> <li>→ Teacher divides students into several groups</li> <li>→ Teacher calls students to come to the front of the class to take pictures of someone</li> <li>→ Teacher asks students to make descriptive texts that have been taken before.</li> <li>→ Teacher gives the opportunity to students to make descriptive texts from the picture that have been taken before.</li> </ul> </li> <li>• Communicating           <ul style="list-style-type: none"> <li>→ Teacher call the students group to describe the results of their work in front of the class</li> <li>→ Teachers and Students correct the work of other groups and provide input on their writing.</li> <li>→ Teachers and students pay attention to the</li> </ul> </li> </ul>	<p>how to arrange decriptive texts from physical appearance of someone by the teacher.</p> <p>→ Students listen carefully to the teacher's explanation</p> <p>→ Students are asked about their understanding of the material that have been explain by the teacher.</p> <ul style="list-style-type: none"> <li>• Associate           <ul style="list-style-type: none"> <li>→ Students are divided into groups by the teacher</li> <li>→ Students are called to come in front of the class to take someone's picture by the teacher</li> <li>→ Students are asked to make descriptive texts according to the picture that given by the teacher</li> <li>→ Students with their groups try to make descriptive texts based on the picture that have been given by the teacher</li> </ul> </li> <li>• Comunicating           <ul style="list-style-type: none"> <li>→ Students are called by</li> </ul> </li> </ul>	
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	<p>group which are presenting their work in front of the class</p> <p>→ Teachers and students correct the other students work and provide suggestions on the results of the writing that their made before.</p> <p>→ Teacher give feedback to students about how to make descriptive texts about someone.</p>	<p>the teacher to explain the results of their group work in front of the class.</p> <p>→ Students describe the results of their group work in front of the class.</p> <p>→ Students and teachers pay attention to the group that are presenting their work in front of the class</p> <p>→ Students and teachers correct the work of other groups and provide input on their writing.</p> <p>→ Students get feedback from teachers and friends about the social functions and linguistic elements used in descriptive texts.</p>	
Closing	<ul style="list-style-type: none"> <li>▪ Teacher asking how the students felt after doing the learning activities at this meeting.</li> <li>▪ Teacher asking about the conclusions of the material that has been learned today to the students</li> <li>▪ Teacher explain about the material that have been discussed at the next meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students were asked how they felt after doing the learning activities at this meeting by the teacher</li> <li>▪ Students are asked about the conclusions of the material that has been learned today by the teacher</li> <li>▪ Students are explained about the material to be discussed at the next meeting by the teacher.</li> </ul>	5 minutes

### G. Methods and Learning Model

1. Teaching model: Contextual Teaching and Learning
2. Teaching method: Three phase technique, Cooperative Learning

## H. Learning Tools and Materials

1. Related texts
2. Student worksheets

## I. Assessment

### 1. Assessment techniques

Attitude: Observation

- Knowledge: the use of a rubric to measure the achievement of social functions, completeness and rigidity of the text structure, and the accuracy of linguistic elements that appear in the learning process and results.
- Skills: Performance in the form of verbal communicative actions and written work
  - Practice reading aloud
  - Written assignments analyze descriptive texts that have been given by the teach

### 2. Assessment Instrument

Sample Questions

**Make descriptive text from the picture that have been given by the teacher!!!**

### 3. Rubric Assessment and Scoring Guides.

**Rubric Assessment of Knowledge & Skills Writing (Practice / Performance / Project)**

Writing Ability	Score	Level	Indicator
<b>CONTENT</b>	27-30	Excellent	The learners really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The learner can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The learners less understand the content. Their writing is less complete and less detail.
	13-16	Poor	The learners do not understand to content of writing.
	18-20	Excellent	Writing really organized and neat.

<b>ORGANIZATION</b>			It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
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<b>VOCABULARY</b>	18-20	Excellent	The learners have many vocabularies. They use the words very effective and appropriately.
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	10-13	Fair	The learners have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The learners do not master the words and their writing like translation.
<b>GRAMMAR</b>	22-25	Excellent	The learners can master the grammar well.
	18-21	High	The learners uses and arranges the sentence simply.
	11-17	Fair	The learners are difficult in using and arranging the simple sentence.
	5-10	Poor	The learners do not master the grammatical in their writing.
<b>MECHANICS</b>	5	Excellent	The learners can master the mechanics in writing.
	4	High	The learners master the mechanics in writing.
	3	Fair	The learners less master the mechanics in writing and many mistakes.
	2	Poor	The learners do not master the mechanics in writing and their writing are difficult to be read.



**SCORE :**

Content \_\_\_\_\_ + Organization \_\_\_\_\_ + Vocab \_\_\_\_\_ + Grammar \_\_\_\_\_ +  
 Mechanics: \_\_\_\_\_ = Total: \_\_\_\_\_

Signed by:  
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## Explanation Of Material

### Descriptive Text

Descriptive text is a text which tends to specify the described object or a verbal picture of a person, place, thing or animal

The purpose of the descriptive text in this unit is to describe the things which someone's like.

These are general structures in descriptive text, there are:

1. Identification

In this part introduces to the subject of the description

2. Description

Gives details of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearances, ability, habit, daily live, etc.

3. conclusion ( optional)

The following generic features of description will help students write a description, they are:

- a. Focus on specific participants.
- b. Use of "**Be**"
- c. Use of adjectives in describing the qualities.
- d. Use of verb "**Have got**"
- e. Frequent use of epithets and classifiers in nominal groups.
- f. Use of action verb related to the topic.
- g. Use of simple present tense.

### Descriptive About Someone

Describing people is describes someone by using his/her physical appearance and characters.

A. Study and pronounce the following words!

Friendly	= ramah	cheerful	= ceria
Energetic	= enerjik	humorous	= humoris
Careful	= hati-hati; teliti	generous	= dermawan;
murahhati			
Careless	= sembrono	extrovert	= tertutup
Stubborn	= keraskepala	slanting	= sipit

B. To describe a person's physical appearance, you can use the following words.

Physical Appearance					
Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Plump Fat Skinny	Young Old Teenager In 20s, 30s, 40s	Long Short Bald Straight Curly Wavy Black Red Brown	Round Oval Square Wrinkles Pale Bearded Shaved	Big Round Blue Brown Green Slanting

C. To describe a person's characters (qualities and habitual behavior), you can use the following words.

Characters:		
Careful	><	
careless		
Intelligent	><	stupid
Confident	><	shy
Extrovert	><	introvert
Generous	><	stingy

Characters:
Active
Cheerful
Determined
Energetic
Friendly
Humble
humorous
sensitive
stubborn

### Step-Step To Make Descriptive Text About Someone

#### 1. Choose Your Topic

Choose topics that we think are interesting and deserve to be explained. So we can make it happily

#### 2. Learn it

- What or who is the object?
- Where is the location or existence of the object?
- What are the characteristics of the object?
- What are the most distinctive and interesting things from the object?
- What is the activity or behavior of the object?

#### 3. Do it

After observing the topics that we have chosen, then we can immediately start writing by using the observations we have done before and then look for the vocabulary that we will use in writing the descriptive text.



This the example of descriptive Text

### **Fatin Shidqia Lubis**

Fatin Shidqia Lubis is the one of young talented singer in Indonesia. She is started to a new idol when she performs a song "Grenade" from Bruno Mars.

Fatin was born in Jakarta on 30 July 1996. She is short but good looking. She always wear her veil on every performance. Her father's name is Bahari Lubis. Her mother's name is Nurseha. She has two brothers. Her old brother's name is Fadhil Irsyad Lubis. Her young brother's name is Fadly Naufal Lubis.

She live in South Jakarta. She ever study in SMA Negeri 97 Jakarta. She began singing at age two, according to her mother.

Fatin has a beautiful voice, And because of his voice, the juries of X-Factor often give her compliment. The voice also brings her to be the winner of the contest. After winning the first season of X Factor Indonesia, Fatin's winner single "Aku Memilih Setia" was released digitally via iTunes. In addition, he was also an actress in the film "99 Cahaya di Langit Eropa" which was directed by Hanung Bramantyo in 2013

## Appendix 14 : Lesson Plan Experimental Class (3)

### LESSON PLAN

<b>Name of School</b>	<b>: MTs Ma'arif 20 Kalidadi Kalirejo</b>
<b>Class / Semester</b>	<b>: VII.D (Experiment) / 1</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: This is my world</b>
<b>Time Allocation</b>	<b>: 2 Hours of learning (2x40 minutes)</b>

#### A. Core Competencies:

KI-1: Appreciate and appreciate the religious rules he believes in

KI-2: Respect and live honest, disciplined, responsible, caring (tolerance, mutual cooperation), polite, confident behavior, in interacting effectively with the social and natural environment within the range of their relationships and existence.

KI-3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and visible events.

KI-4: Processing, presenting, and reasoning in the concrete domain (using, decomposing, assembling, modify, and create) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

#### B. Basic Competence

4.7. Descriptive Text

4.7.1 Obtain contextual meaning which related to social functions, text structure, and linguistic elements of oral and descriptive text, very short and simple, related to person, animals and thing/places.

4.7.2 Composing short and simple oral and descriptive texts, which relate to people, animals and objects, and pay attention to social functions, generic structures, and linguistic feature correctly and according to the topic of discussion.

#### C. Indicator of Competency Achievement

- Identifying social functions of descriptive text about place that exist in the student environment
- Identifying generic structure descriptive text about place that exist in the student environment

- Identifying linguistic elements of descriptive text about place that exist in the student environment
- Identifying communicating purpose of descriptive text about place that exist in the student environment
- Mention physical characteristics and characters to describe someone in the student environment.
- Arrange descriptive texts as oral and written to describe someone in the student environment.

#### **D. Learning Objectives**

- Students can identify social functions from descriptive texts about place in the student environment.
- Students can identify the general structure of descriptive texts about place in the student environment.
- Students can identify the linguistic elements of descriptive text about place in the student environment.
- Students can identify the communicative purpose descriptive text about place in the student environment.
- Student can mention physical characteristics and characters to describe someone in the student environment.
- Students can arrange oral and written texts of descriptive texts about place in the student environment

#### **E. Learning Material**

- Social function  
Describe, introduce, praise, identify, criticize
- Text structure  
includes:
  - identification (overall name and parts)
  - certain traits that characterize it
  - functions, behaviors, benefits, actions, habits that characterize people, animals, or objects discussed in the student environment
- Linguistic elements
  - Declarative sentences (positive and negative), and interrogative (Yes / No question; Wh-question), in the form of simple present tense
  - Singular and plural nouns with or without a, the, this, those, my, their, etc.
  - Speech, word pressure, intonation, spelling, punctuation and handwriting

- Topics  
People, animals, objects, which are found in homes, schools, and the environment around students, including public buildings that can foster behavior written in KI

#### F. Learning steps

Activity	Description of Activities		Time Allocation
Introduction	Teacher	Students	10 minutes
	<ul style="list-style-type: none"> <li>▪ Teacher giving greeting and preparing the psychological and physical students to do the learning process and beginning with prayer.</li> <li>▪ Teacher asking students condition and checking their presence.</li> <li>▪ Teacher giving learning motivation contextually according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international to the student</li> <li>▪ Teacher explain about the relationship between the material that has been learned at the previous meeting with the material that will be learned on that day.</li> <li>▪ Teacher giving an explanation of the learning objectives or</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are given greetings and are prepared psychologically and physically to attend the learning process beginning with prayer.</li> <li>▪ Students are asked about their condition and dicek their presence before starting the learning process.</li> <li>▪ Students are given the motivation to learn contextually according to the benefits and application of teaching materials in daily life, by providing examples and comparisons of local, national and international.</li> <li>▪ Students are explained the conection between the material that has been learned at the previous meeting and the material to be studied today.</li> <li>▪ Students are given an explanation of learning objectives or basic competencies that will</li> </ul>	

	basic competencies to be achieved	be achieved	
Core	<ul style="list-style-type: none"> <li>• Observing               <ul style="list-style-type: none"> <li>→ Teacher shows a picture about place to students.</li> <li>→ Teacher giving opportunities to students to observe the picture that have been showed.</li> <li>→ Teacher ask students to mention the information they got from the picture that has been shown before.</li> </ul> </li> <li>• asking               <ul style="list-style-type: none"> <li>→ Teacher gives the opportunity for students to ask questions which related to the picture that has been shown by the teacher.</li> </ul> </li> <li>• Exploring               <ul style="list-style-type: none"> <li>→ Teacher explains how to make descriptive texts of place to students.</li> <li>→ Teacher explains how to compile descriptive text of place to students..</li> <li>→ Teacher asks students about their understanding of the material that have been described before.</li> </ul> </li> <li>• Associate</li> </ul>	<ul style="list-style-type: none"> <li>• Observing               <ul style="list-style-type: none"> <li>→ Students are shown a picture about place by the teacher</li> <li>→ Students observe the picture that given by the teacher.</li> <li>→ Students are asked to mention the information they get from picture that has been shown by the teacher.</li> </ul> </li> <li>• asking               <ul style="list-style-type: none"> <li>→ Students are given the opportunity to ask which related to picture that has been shown by the teacher.</li> </ul> </li> <li>• Exploring               <ul style="list-style-type: none"> <li>→ Students are explained about how to make descriptive texts about place by the teacher.</li> <li>→ Students are explained about how to arrange decriptive texts about place by the teacher.</li> <li>→ Students listen carefully to the teacher's explanation</li> </ul> </li> </ul>	65 minutes



	<ul style="list-style-type: none"> <li>→ Teacher divides students into several groups</li> <li>→ Teacher calls students to come to the front of the class to take pictures of someone</li> <li>→ Teacher asks students to make descriptive texts that have been taken before.</li> <li>→ Teacher gives the opportunity to students to make descriptive texts from the picture that have been taken before.</li> </ul> <ul style="list-style-type: none"> <li>• Communicating           <ul style="list-style-type: none"> <li>→ Teacher call students group to describe the results of their work in front of the class</li> <li>→ Teachers and Students correct the work of other groups and provide input on their writing.</li> <li>→ Teachers and students pay attention to the group which are presenting their work in front of the class</li> <li>→ Teachers and Students correct the other students work and provide suggestions on the results of the writing that their made</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>→ Students are asked about their understanding of the material that have been explain by the teacher.</li> </ul> <ul style="list-style-type: none"> <li>• Associate           <ul style="list-style-type: none"> <li>→ Students are divided into groups by the teacher</li> <li>→ Students are called to come in front of the class to take picture about famous place in indonesia by the teacher</li> <li>→ Students are asked to make descriptive texts according to the picture that given by the teacher</li> <li>→ Students with their groups try to make descriptive texts based on the picture that have been given by the teacher.</li> </ul> </li> <li>• Comunicating           <ul style="list-style-type: none"> <li>→ Students describe the results of their group work in front of the class.</li> <li>→ Students and teachers pay attention to the group that are presenting their work in front of the class</li> <li>→ Students and teachers correct the</li> </ul> </li> </ul>	
--	---	---	--

	<p>before.</p> <p>→ Teacher give students feedback about how to make descriptive texts about place.</p>	<p>work of other groups and provide input on their writing.</p> <p>→ Students get feedback from teachers and friends about the social functions and linguistic elements used in descriptive texts.</p>	
Closing	<ul style="list-style-type: none"> <li>▪ Teacher asking how the students felt after doing the learning activities at this meeting.</li> <li>▪ Teacher asking about the conclusions of the material that has been learned today to the students</li> <li>▪ Teacher explain about the material that have been discussed at the next meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students were asked how they felt after doing the learning activities at this meeting by the teacher</li> <li>▪ Students are asked about the conclusions of the material that has been learned today by the teacher</li> <li>▪ Students are explained about the material to be discussed at the next meeting by the teacher.</li> </ul>	5 minutes

### G. Methods and Learning Model

1. Teaching model: Contextual Teaching and Learning
2. Teaching method: Three phase technique, Cooperative Learning

### H. Learning Tools and Materials

1. Related texts
2. Student worksheets

### I. Assessment

#### 1. Assessment techniques

Attitude: Observation

- Knowledge: the use of a rubric to measure the achievement of social functions, completeness and rigidity of the text structure, and the accuracy of linguistic elements that appear in the learning process and results.
- Skills: Performance in the form of verbal communicative actions and written work

- Practice reading aloud
- Written assignments analyze descriptive texts that have been given by the teacher

## 2. Assessment Instrument

### Sample Questions

**Make descriptive text from the picture that have been given by the teacher!!!**

## 3. Rubric Assessment and Scoring Guides.

### Rubric Assessment of Knowledge & Skills Writing (Practice / Performance / Project)

Writing Ability	Score	Level	Indicator
<b>CONTENT</b>	27-30	Excellent	The learners really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The learner can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The learners less understand the content. Their writing is less complete and less detail.
	13-16	Poor	The learners do not understand to content of writing.
<b>ORGANIZATION</b>	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
	7-9	Poor	The sequence is not logic.
	18-20	Excellent	The learners have many vocabularies. They use the words very effective and appropriately.

<b>VOCABULARY</b>	14-17	High	The learners have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The learners have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The learners do not master the words and their writing like translation.
<b>GRAMMAR</b>	22-25	Excellent	The learners can master the grammar well.
	18-21	High	The learners uses and arranges the sentence simply.
	11-17	Fair	The learners are difficult in using and arranging the simple sentence.
	5-10	Poor	The learners do not master the grammatical in their writing.
<b>MECHANICS</b>	5	Excellent	The learners can master the mechanics in writing.
	4	High	The learners master the mechanics in writing.
	3	Fair	The learners less master the mechanics in writing and many mistakes.
	2	Poor	The learners do not master the mechanics in writing and their writing are difficult to be read.

**SCORE :**

Content\_\_\_\_ + Organization \_\_\_\_ + Vocab \_\_\_\_ + Grammar\_\_\_\_ +  
 Mechanics:\_\_\_\_ = Total: \_\_\_\_

Signed by  
Researcher

Kalidadi, 2019  
English Teachers

Rofingudin Arrosyid  
NPM 1411040342

Saihudin S.Pd  
NIP

Headmaster of Mts 20 Kalidadi  
Kalirejo Central Lmpung

ISMA'IL SP.d.I  
NIP

## Explanation of Material

### Descriptive Text

Descriptive text is a text which tends to specify the described object or a verbal picture of a person, place, thing or animal

The purpose of the descriptive text in this unit is to describe the things which someone's like.

These are general structures in descriptive text, there are:

1. Identification

In this part introduces to the subject of the description.

2. Description

Gives details of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearances, ability, habit, daily live, etc.

3. Conclusion ( optional)

The following generic features of description will help students write a description, they are:

- a. Focus on specific participants.
- b. Use of “**Be**”
- c. Use of adjectives in describing the qualities.
- d. Use of verb “**Have got**”
- e. Frequent use of epithets and classifiers in nominal groups.
- f. Use of action verb related to the topic.
- g. Use of simple present tense.

### Describing Place

Describing people is describing one place by using his physical appearance.

Vocabulary that can be used to describe places such as :

- Ancient = Kuno/langka
- Beautiful = Indah
- Boring = Membosankan
- Crowded = Penuh sesak
- Charming = Indah
- Exciting = Menyenangkan
- Expensive = Mahal
- Famous = Terkenal

- Fantastic = Fantastis
- Fascinating = Menarik
- Huge/big = Besar/luas
- Historic = Bersejarah
- Lively = Hidup
- Popular = Terkenal
- Polluted = Tercemar
- Touristic = Wisata
- Tourism place = tempat wisata
- Peaceful = Damai
- Stunning = Menakjubkan
- Noisy = Berisik
- Contry = Pedesaan
- Mountainous = Pegunungan
- Perfect = Sempurna
- Fertile = Subur
- Dry = Kering
- Alive = Hidup
- Amazing = Luar biasa
- Calm = Tenang
- Creepy = Menyeramkan
- Deserted = Area Gurun
- Different = Berbeda
- Fresh = Segar
- Hot = Panas
- Incredible = Luar biasa
- Interesting = Menarik
- Magnificent = Luar biasa
- Modern = Modern
- Mysterious = Misterius
- Natural = Alami
- Pleasant = Menyenangkan
- Unique = Unik
- Unusual = Tidak biasa
- Warm = Hangat
- Wild = Liar
- Traditional = Tradisional
- Tropical = Tropis
- Romantic = Romantis

## Step-Step To Make Descriptive Text

### 1. Choose Your Topic

The first thing that must be in a descriptive text is the topic. Selected topics can be anything, as long as the topic is not making us hard to explain it. Choose topics that we think are interesting and deserve to be explained. So we can make it happily

### 2. Learn it

The next step after we get the topic to be described is to analyze the topic that we have chosen, and one of the ways we can use to study the topic is by using the WH Question technique (what, where, when, why, who and how ) besides that, we can also question the topic that we have chosen, after that we try to answer the question by ourselves and elaborate the answer into a paragraph. This question can be about:

- What or who is the object?
- Where is the location or existence of the object?
- What are the characteristics of the object?
- What are the most distinctive and interesting things from the object?
- What is the activity or behavior of the object?

### 3. Do it

After observing the topics that we have chosen, then we can immediately start writing by using the observations we have done before and then look for the vocabulary that we will use in writing the descriptive text.



This the example of descriptive Text

#### National Monument

The National Monument or usually called as Monas is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for public in 1975. This obelisk monument was built to commemorate Indonesian people struggle in obtaining their independence from Dutch colonialism.



The height of the Monas is around 132 meters, and it consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters. Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a vast and clear view of the whole city. The last part is the lower platform. This rectangular platform has a width of 45 meters for each side. Inside this lower section, there is a chamber of freedom. It keeps many authentic symbol and documents of Indonesian freedom.

### Appendix 15 : The Rubrics Score of Assessing Writing

Writing Ability	Score	Level	Indicator
<b>CONTENT</b>	27-30	Excellent	The learners really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The learner can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The learners less understand the content. Their writing is less complete and less detail.
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<b>MECHANICS</b>	5	Excellent	The learners can master the mechanics in writing.
	4	High	The learners master the mechanics in writing.
	3	Fair	The learners less master the mechanics in writing and many mistakes.
	2	Poor	The learners do not master the mechanics in writing and their writing are difficult to be read.

## Appendix 16 : Documentation of the Research



Students Discuss Assignments From the Teacher With The Group in the 2nd meeting



Students Presentate The Task From The Teacher In the 2nd meeting in Front Of The Class



Students Discuss a Assignments From the Teacher With The Group in the 3rd meeting



Students Presentate The Task From The Teacher In the 3rd meeting in Front Of The Class





Photo of Mts Ma'arif 20 Kalidadi Kalirejo



Photos of classrooms Mts Ma'arif 20 Kalidadi Kalirejo



Photos of classrooms Mts Ma'arif 20 Kalidadi Kalirejo

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini :

Nama : Saihudin, S.Pd

Instansi : MTs Ma'arif 20 Kalidadi

Jabatan : Guru Mapel Bahasa Inggris

Setelah membaca instrumen penelitian berupa soal *pre-test*, *post-test* dan *rubrik penilaian* yang akan digunakan dalam penelitian skripsi dengan judul "THE INFLUENCE OF CONTEXTUAL TEACHING AND LEARNING TOWARD STUDENT'S WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF MTs MA'ARIF 20 KALIDADI KALIREJO CENTRAL LAMPUNG IN 2018/2019 ACADEMIC YEAR" oleh peneliti : Rofingudin Arrosyid, maka saya memberikan penilaian untuk insrtumen tersebut adalah sebagai berikut:

No	Pertanyaan	1	2	3
1	Penggunaan contoh kasus sesuai dengan bidang keahlian siswa			✓
2	Contoh kasus ada disekitar lingkungan tempat tinggal siswa		✓	
3	Kejelasan ilustrasi cerita dan instruksi kerja yang diharapkan		✓	
4	Kesesuaian soal dengan materi			✓
5	Kesesuaian rubrik dengan instrument soal			✓

**Komentar dan saran umum :**

.....

.....

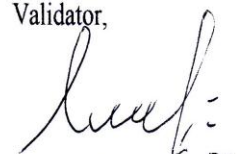
.....

.....

.....

Kalidadi, Februari 2018

Validator,

  
Saihudin, S.Pd

\*) Keterangan Penilaian

1 = kurang baik / kurang sesuai

2 = baik / sesuai

3 = sangat baik / sangat sesuai



NAMA: UMI NABILA AZIZAH KLS-VII<sup>0</sup> NO ABSEN: 31

Melia Ekawati

Melia is Indonesian girl was born on mei 7 2006 in Ponorogo he has a wife who, Melia has thin BODY. his skin is Brown, AND his hair is black, AND smart AND dilligent AND BEAUTIFULL AND SHORT and he was also very friendly, he is very humble person and likes to talk to other AND kind people wherever he goes and HOBBY: singing, caril DLL DRINK: Jus, susu, air putih DLL FOOD: noodle, Rice, egg, Jam DLL

K.2

1. 17

2. 16

3. 16

4. 24

5. 3

76

K.1

1. 16

2. 19

3. 17

4. 23

5. 4

79

Nama : Evi Nur VIANA

Kelas : VII<sup>o</sup>

### My Favourite Idol

♠ VIA VALLEN ♠

Via Vallen is Singer Famous In INDONESIA she have beautiful and Round face, white skin, brown hair, she have flat eyebrow

she have two sister In yard house, she have many song, she friendly, humorous

K.2	K.1	
1. 17	1. 17	
2. 14	2. 13	65
3. 14	3. 15	
4. 14	4. 16	
5. 3	5. 4	
<hr/> 62	<hr/> 65	



NAMA: UMI NAEIA AZIZAH

KLS: VII<sup>D</sup>

My favorite Tourism Place

### Prambanan ~~Borobudur~~ temple

~~Borobudur~~ Prambanan temple is one of the most beautiful tourism place in Indonesia. Prambanan temple is located in the Prambanan Village Magerang District, Central Java Province Indonesia. Prambanan temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Prambanan is one of the greatest art works that ever known since long time ago.

K.2	K.1	
1. 18	1. 17	75
2. 15	2. 18	
3. 15	3. 15	
4. 21	4. 22	
5. 4	5. 3	
<hr/> 73	<hr/> 75	

name : Evi Nur Viana

class : VII<sup>D</sup>

No. Absen : 07

## "My Best Friend"

Aulia Rahman my Best friend

Aulia Rahman is <sup>my best friend</sup> friends, Aulia Rahman who was born on 26 december 2005 in Kaidadi. Aulia Rahman has ~~hair~~ Long, Body Tall and ~~had~~ skin in brown. She was also very friendly she is very humble person and likes to other people wherever he goes and diligent, beautiful and smart. she live in: Kaidadi, Kairejo dis. 4 (IV), herdream tobe: Doctor, student to ~~Ms~~ ~~Maria~~ ~~120~~ Kaidadi ~~rac. Kairejo~~ ~~rac. Lampung~~ tengah

K.2	K.1
1. 24	1. 25
2. 14	2. 15
3. 16	3. 16
4. 17	4. 16
5. 4	5. 3
77	75

#### READABILITY OF THE WRITING TEST

Name : Nazwa Aprilia Attakuro

Class : VII c

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1-10)	Comment
1	Apakah anda paham dengan petunjuk (instruction) no 1?	✓		5	
2	Apakah anda paham dengan petunjuk (instruction) no 2?	✓		1	
3	Apakah anda paham dengan petunjuk (instruction) no 3?	✓		2	
4	Apakah anda paham dengan perintah (direction) no 1 ?	✓		4	
5	Apakah anda paham dengan perintah (direction) no 2 ?	✓		3	
6	Apakah anda paham dengan perintah (direction) no 3 ?	✓		1	
7	Apakah anda paham dengan perintah (direction) no 4 ?	✓		1	

\* Skala 1 mengidentifikasi bahwa soal dapat dengan mudah dimengerti dan skala 10 mengidentifikasi bahwa soal sulit untuk dimengerti.

### READABILITY OF THE WRITING TEST

Name : Resti Alyatus Zair

Class : VII C

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1-10)	Comment
1	Apakah anda paham dengan petunjuk (instruction) no 1?	✓		1	
2	Apakah anda paham dengan petunjuk (instruction) no 2?	✓		1	
3	Apakah anda paham dengan petunjuk (instruction) no 3?	✓		2	
4	Apakah anda paham dengan perintah (direction) no 1 ?		✓	8	
5	Apakah anda paham dengan perintah (direction) no 2 ?		✓	8	
6	Apakah anda paham dengan perintah (direction) no 3 ?	✓		2	
7	Apakah anda paham dengan perintah (direction) no 4 ?	✓		1	

\* Skala 1 mengidentifikasi bahwa soal dapat dengan mudah dimengerti dan skala 10 mengidentifikasi bahwa soal sulit untuk dimengerti.





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURURAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung ☎ (0721) 703260

Nomor : B-442/ Un.16/DT/TL.01/04/2019  
Sifat : Penting  
Lampiran : -  
Perihal : Permohonan Mengadakan Penelitian

Bandar Lampung, 01 April 2019

Kepada  
Yth. Kepala MTs Ma'arif 20 Kalidadi  
Kalirejo

di  
Tempat

*Assalamu'alaikum Wr. Wb.*

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Rofingudin Arroseyid  
NPM : 1411040342  
Semester/T.A : X (Sepuluh)  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Influence of Contextual teaching and learning toward students' ability in writing descriptive text at seventh grade of MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung in 2018/2019 Academic Year

Akan mengadakan penelitian di MTs Ma'arif 20 Kalidadi Kalirejo Central Lampung, Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 01 April 2019 sampai dengan 01 Mei 2019.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Prof. Dr. H. Chairul Anwar, M.Pd.  
NIP. 19560810 198703 1 001

Tembusan :

1. Wakil Dekan Bidang Akademik;
2. Kajur/Kaprodi PBI
3. Kasubag Akademik;
4. Mahasiswa yang bersangkutan.





LEMBAGA PENDIDIKAN MA'ARIF NU  
**MADRASAH TSANAWIYAH MA'ARIF 20 KALIDADI**  
KECAMATAN KALIREJO LAMPUNG TENGAH  
STATUS TERAKREDITASI "B"  
NPSN:10816571

Alamat : Jl. Masjid Sabililmuttaqin No. 3 Kalidadi Kec. Kalirejo Lampung Tengah

**SURAT KETERANGAN PENELITIAN**

Nomor: 598/N-1/MTs-414/K/V/2019

Menindak lanjuti Surat Dekan Universitas Islam Negeri Raden Intan Lampung Prodi Bahasa Inggris Nomor: B - 4425/Un.16/DT/TL.01/04/2019, tanggal 01 April 2019 tentang perihal izin melakukan penelitian, dengan ini kepala MTs Ma'arif 20 Kalidadi menerangkan:

Nama : ROFINGUDIN ARROSYID  
Tempat, Tanggal Lahir : Kalirejo, 19 September 1995  
NPM : 1411040342  
Program Studi : S.1 Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Guru Pembimbing : Saihudin, S.Pd  
Judul Skripsi : ***"THE INFLUENCE OF CONTEXTUAL TEACHING AND LEARNING TOWARD STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF MTs MA'ARIF 20 KALIDADI KALIREJO CENTRAL LAMPUNG IN 2018/2019 ACADEMIC YEAR"***

Adalah benar mahasiswi tersebut telah melaksanakan penelitian di MTs Ma'arif 20 Kalidadi

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kalidadi, 30 April 2019

Kepala Madrasah,

